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ABSTRACT

The purpose of a study was to assess the long-term effects of the Orientation to Nontraditional Occupations for Women (ONOW) training in reference to job retention and wages. The study determined the long-term job retention rate of ONOW completers, their current work status, the amount and type of additional training since ONOW, and their level of satisfaction with the ONOW program. The study used a phone interview format. The population included 280 adult women who had completed the ONOW program at 1-6 Full Service Vocational Centers in Ohio. Results were as follows: 156 (55.7 percent) went on to further training after completing ONOW; the majority were currently working, had been working steadily since course completion, and were working for pay above $6.50/hour; women entering nontraditional careers received higher wages than those employed in traditional jobs; 70 percent (105 recipients) had worked 50 percent or more of the total available work time since ONOW completion; the correlation between overall satisfaction levels of ONOW and individual improvement rating was not statistically significant; 51 felt ONOW should increase its course length; and 29 respondents listed the power of the classroom and the supportive environment as being the most helpful part of ONOW. (Appendixes include the instrument, occupational codes, worksheet of wages and work time, and respondent responses and comments to questions.) (YLB)

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ED 397 273

LONG-TERM JOB RETENTION

STUDY OF ONOW COMPLETERS

Final Report of a Two Part Study

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FOREWORD

As documented in the 1993 handbook on "Women Workers: Trends and Issues" from the U.S. Department of Labor, Women's Bureau 1994, a major transformation taking place in the United States today is the increasing number of women entering the labor force. Women have been the primary source of new people entering the labor force. Between 1980 and 1991, they accounted for 62 percent of the new entrants in the work force. By the year 2005, it is predicted that women will fill 57 percent of the projected new jobs in our economy. Although greater numbers of women are working, poverty is still greater amongst females than males. Much of this is accounted for by lower pay, since the majority of women are employed in the "traditionally" lower wage positions resulting in $.70 earnings compared to every $1.00 earned by men in 1991. It is also documented that women who are single heads of households are increasing in numbers in terms of poverty statistics. Problems attributing to this financial decline include little to no financial support from absent fathers, low employment skills resulting in low paying jobs, and little opportunity for job training.

Orientation to Nontraditional Occupations for Women (ONOW) was developed by the state of Ohio to help combat this problem and to restore economic self-sufficiency in women. ONOW was developed in 1988 and implemented at four Full Service Vocational Centers across the state of Ohio. The following sites were the basis of a two-year study on the job retention rates of ONOW completers. Appreciation is acknowledged to the following people for their help in gathering information for this research:

Columbus City Schools: Dr. Carol French, Supervisor of Community Education; Leslie Steinau, Adult Director; and Portia Davis, ONOW Coordinator

Licking County JVS: Ron Cassidy, Adult Director, and Peg Fawcett, ONOW Coordinator

Butler County JVS: Kathy Peck, Adult Director; Judy Suding, ONOW Coordinator; and Melody King, Job Club, ONOW, and Job Assessment Secretary

Great Oaks JVS: Bob Scarborough, Supervisor of Business and Industry Development; Jane Bledsoe, Human Resource Development Instructor; and Jo Ann McIntosh, ONOW Coordinator

Auburn Career Center: Suzanne Owen, Adult Supervisor and Donna Perrine, ONOW Coordinator

Polaris Career Center: Rick Shau, Adult Supervisor; Kathy Akbar, Chicago Women in Trades; and Lindsey Woodhaven, ONOW Coordinator.

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We appreciate the support of Dr. Connie Blair, State Supervisor of Vocational Equity; Sheila Thompson, State Supervisor of ONOW; Dr. [illegible] Tooke and Norm Lobdell for data analysis; and the Gender Equity project team that included:

Dr. Joan Gritzmacher, Professor, Home Economics Education, The Ohio State University, FY (1994-1995)
Dr. Mike Loyd, Assistant Professor, Home Economics Education, The Ohio State University, FY 1994
Kathy Shibley, Project Coordinator, FY (1994-1995)
Adam Tobias, Graduate Associate, FY 1994
Vicki Warner, Graduate Associate, FY 1995
Antonio Coward, Graduate Associate, FY 1995
Roxanne E. Shull, Typist, FY (1994-1995)

June 1996
Marna Lombardi, Gender Equity Consultant
Dr. Sharon Redick, Associate Dean for the College of Human Ecology, Home Economics Education, The Ohio State University

INTRODUCTION

Carl Perkins legislation mandates that three percent of the federal funding for Vocational Education is to be set-aside for equity programs. These programs are developed at the state level with a goal to help provide economic self-sufficiency for women. One such program, Orientation to Nontraditional Occupations for Women (ONOW), is a 208-hour-long program providing classroom learning, physical fitness, and hands-on training to adult women at eight vocational centers and in four correctional facilities across Ohio. ONOW students meet four-to-six hours a day, five days a week for eight weeks. Sessions are offered three times during the school year. Some of the training in the ONOW curriculum includes basic blueprint reading; mechanical reasoning; math; self-esteem; assertiveness training; and hand and power tool usage. The program is offered to adult women over 18 years of age for a small registration fee (which may be waived if needed), and enrollment preference is given to those women with the greatest demonstrated financial need. Many participants are on public assistance when enrolled and have been referred to ONOW by the Job Opportunity and Basic Skills (JOBS) Training Program through Human Services. ONOW's focus is on the areas considered "nontraditional" for women or those employment and/or training opportunities that have 25 percent or less women in that field. A curriculum was developed and distributed by the State Department of Education in 1988 and is used to provide consistent training and placement goals.

ONOW helps women overcome barriers to nontraditional work by providing information about local companies, jobs, and training; by presenting female role models; and by addressing issues of sexual harassment, isolation, and discrimination on the job. Math, spatial reasoning, tool usage, and written and verbal communications are all part of the academics provided. Physical conditioning is taught through aerobics and weight-lifting machines to help increase upper body strength.

The ONOW program works on the following goals in its eight-week program to help women explore and prepare for a career in a nontraditional field. Because nontraditional jobs can pay wages up to 30 percent more than traditional jobs, ONOW's primary goal is to help women help themselves and focus on their financial independence by:

1. orienting women to the nontraditional career choices;
2. giving women basic skill training in nontraditional areas;
3. helping women identify and assess their abilities relative to nontraditional work;
4. providing a supportive environment for women;
5. offering speakers or tour guides--female role models who have succeeded in nontraditional careers in the local community; and
6. building women's physical and emotional strengths through the curriculum.

EVALUATION GOAL

The purpose of the study was to assess the long-term effects of ONOW training in reference to job retention and wages. The amount and level of additional training was tabulated as well as demographics collected on those whom the ONOW program served. Types of jobs ONOW completers had were summarized in job classifications. Comparisons in wages were completed in traditional and nontraditional careers.

Additionally, the study provided evaluation information from the respondents on the ONOW curriculum based on their feelings by answering open-ended questions regarding the most helpful portion of ONOW; something that could better prepare them for a job; and what improvements could be made.

ASSUMPTIONS AND DISCLAIMERS

It is the assumption of the researcher that all responses given during the phone interviews were correct, honest, and reliable information. It is also important to note that the information gathered was consolidated to represent the ONOW program in general by interviewing students from six sites. These sites have not been broken down as comparisons because the same curriculum is taught statewide and standard reporting procedures for placement are consistent; therefore, it is assumed that little variation exists among programs. The sample was selected at random using random number tables and is believed to be representative of the Ohio ONOW population.

DEFINITIONS OF TERMS

ONOW: Orientation to Nontraditional Opportunities for Women. An eight-week program developed by the State Department of Education and taught at eight Full Service Centers and four Correctional Facilities in Ohio.

Nontraditional Employment: Employment in occupations having 25 percent or less of one gender in that occupation.

ADC: Aid to Dependent Children. Public assistance to families based on their financial need and the number of dependents in that family.

ABLE: Adult Basic & Literacy Education. A program that provides basic skills training for adults. Eligibility covers individuals who do not have a high school diploma or who have not achieved an equivalent level of education.

ONOW Completer: An adult woman who successfully attends the entire eight-week program and meets all requirements to obtain a certification of completion. If the student drops out of class before the end of eight weeks, she must complete five full weeks of training and leave for a positive employment placement to be considered a completer.

Ex-offender: Someone who has served time in a correctional facility.

GED: General Education Development Test. An alternative to a high school diploma, given to those who successfully pass a test, meeting general requirements.

Trades: Skilled jobs in construction areas, usually those that include training through apprenticeship programs.

Unemployed Status: Defined by OBES (Ohio Bureau of Employment Services), as someone who is: not employed at the time of reference but actively seeking work; waiting to be called back to a job; or waiting for a new job within 30 days. Because "actively seeking employment" was not defined in the interviews, this report will use the terms "employed" and "not working."

Chapter 2

METHODOLOGY

This section describes the design of the study, including the population of interest, the sample selection, the instrument used, the data collection, and the analysis procedures.

DESIGN OF THE STUDY

This study used a phone interview designed by the researcher with input from the current ONOW Coordinators. Six sites were sampled. Four of these sites were sampled in FY 94 and two sites were sampled in FY 95. The intent of the study was to determine the long-term job retention rate of ONOW completers, document their current work status, review the amount and type of additional training since ONOW, and ask for their level of satisfaction with the ONOW Program. Personal demographic information was asked of the respondents and all information was obtained through the telephone interview. Files at each of the sites were used only for locating the respondent through listed phone numbers, addresses, or alternative people if the last available address or phone number on the master list provided by each ONOW site was no longer valid.

POPULATION AND SAMPLE

The population of this sample included adult women who had completed the ONOW Program at one of six Full Service Vocational Centers in Ohio. Four of these sites began offering the ONOW Program in 1988 and have continued through FY 1995. These four sites were selected purposefully the

first year of this study because the objective of this study was to track completers of the ONOW Program from 1989. These four sites have continued teaching ONOW since their introduction in 1988, with original instructors still employed at two of the sites whereas the other two sites now have new ONOW instructors. The two sites that were added the second year of the study were the two ONOW sites with the next longest program histories. In all cases, the first year completers were not sampled due to the variations in start ups of ONOW programs and the adjustment of a learning curve. Most of this report will consolidate data statewide and is not separated by sites. This report covers a two-year project and has been compiled to represent the ONOW program statewide. Figure 1 shows all ONOW sites and the sample locations. Table 1 totals the number of people interviewed from each site for this report.

Figure 1. State of Ohio ONOW sites. (*Those surveyed are marked.)

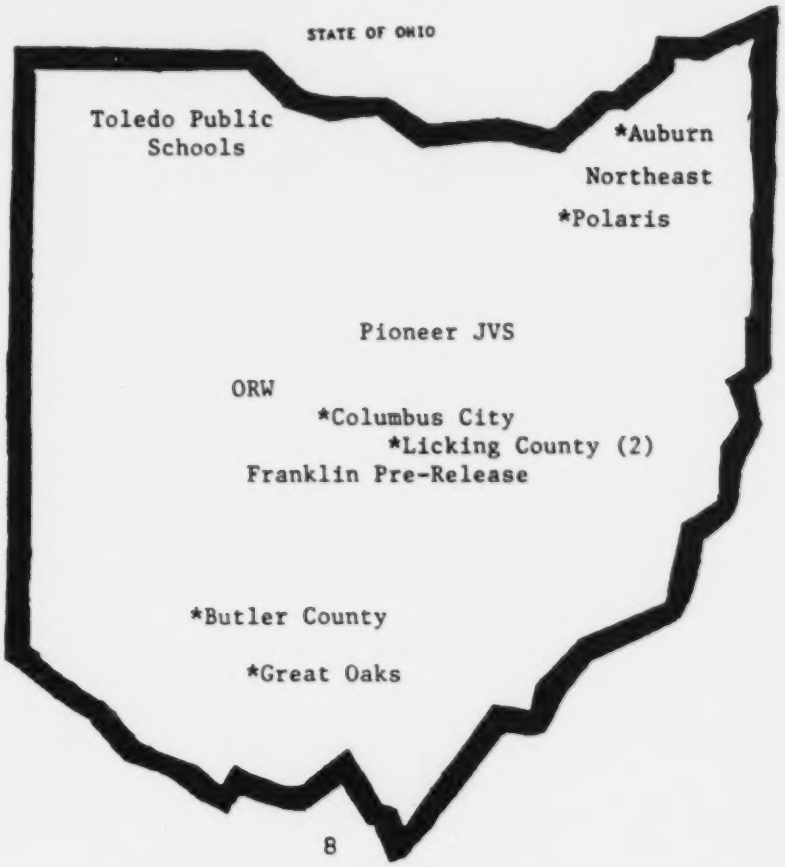

Table 1. Number of interviews of ONOW completers by year and site location.

Year	Columbus City	Licking County	Butler County	Great Oaks	Auburn	Polaris
Year 4	12	15	16	10	5	13
Year 3	13	14	10	10	14	15
Year 2	11	11	13	10	13	11
Year 1	13	12	12	8	11	8
Total	49	52	51	38	43	47

Subjects participating in this research project were all adult females. Program completers ranged in age from 21 to 64 years of age at the time of the interviews. As shown in Table 2, the breakdown of the demographics shows that 227 or 81.1 percent of the respondents were of European American descent or Caucasian, while 51 or 18.2 percent were self-classified as a minority to include African-American, Hispanic, Native-American, and multi-racial backgrounds. Sixteen or 5.7 percent of those interviewed were ex-offenders, and 102 or 36.4 percent had been receiving Aid for Dependent Children (ADC) when enrolled in the ONOW Program. The average age of the respondents at the time of the interview was 38 years old.

Table 2. Demographics of sample for ONOW survey.

N = 280

Variables	Frequency	% of Total
Race		
European American (Caucasian)	227	81.1%
Minority Status*	51	18.2%
Missing Data	2	.7%
Ex-offender status		
Non-offender	262	93.6%
Offender	16	5.7%
Missing data	2	.7%
On ADC at time of class		
No	178	63.6%
Yes	102	36.4%

* To include African-American, Hispanic, Native-American, and multi-racial categories

To begin the sampling process, the names were compiled using the master lists from the Ohio Department of Education and sorted by the season and year that the student attended the ONOW Program. This information helped to develop one list that contained the names of all completers from the six sites over a five-year time period resulting in 949 total subjects. Program completers were identified as those who had completed the eight-week program, or who had gone through the fifth week

and dropped out only for employment purposes. This definition was provided by the Department of Education and is the same one that is consistently used in the year-end reporting for each funding year at all ONOW sites. Names were listed from the first class (Fall 1989) by season and year with last names in alphabetical order by site location through the last class of Spring 1995. The five-year block of classes varied by site in accordance with when ONOW started at that location. Each name was given a sequential number and random tables were used to select 280 respondents or 29.5 percent of the sample size. The lists were rearranged in ascending order and the interviews took place in that order. The number of people to be interviewed at each site was calculated based on total completers per site versus the number of respondents needed for the sample. As shown in Table 3A, funding years (September through June) were used rather than calendar years. Also years were established by counting backwards identifying year 1, year 2, year 3, and year 4. Table 3B shows the actual calculations to obtain the numbers per site and Tables 3C and 3D show target numbers vs. actual numbers. The first set of interviews took place between January 1995 and March 1995, and the second set were conducted from November 1995 through February 1996.

A study to test the reliability of the instrument involved 21 completers of ONOW from two of the four sites who had completed the Fall 1994 class. The pilot test was started in early January 1995 prior to the actual survey. The subjects were then reinterviewed ten to fourteen days later using the same instrument resulting in a reliability with a cronbach alpha of .75 on the Likert scale data only. This was based on a pilot sample of 14 completers or 5.0 percent of the sample size for the final survey. No changes were made to the instrument between the initial interview of these subjects and the final survey of the 280 subjects for this report.

The actual interviewing process included obtaining the most up-to-date phone number lists maintained at each site and sending a letter from that Vocational Center explaining the purpose of the survey. In that letter the ONOW completer was assured that all information was confidential and their

participation was voluntary. The letter requested the respondent who moved or had a new phone number to call the school with that information. The letters were sent out two weeks before any phone contact was made. If the letters were returned to the school, alternative addresses were identified in some files to provide another way to reach the respondent before a phone call was made. All efforts were made for the letter to reach the respondent before they were contacted by phone. The letter was printed on school letterhead, mailed in the school envelope, and signed by the current ONOW Coordinator to legitimatize the survey and provide a familiar contact with the student. Once the phone calls were made, if the phone number had been disconnected and the alternative phone numbers listed in the file did not yield current information, that respondent's name was replaced by the next name on the list, and the search process began all over. The researcher moved in order down the list until the proper number of interviews was completed as needed by the year and location. This is shown in Table 3. Records of phone calls and the number of mailed letters are detailed for each interview, completed or not, and will be kept on file in the Home Economics Education offices at The Ohio State University for the required three-year period.

Table 3A. Sample frame of ONOW completers.

N = 949 Total ONOW completers at six sites between 09/89 - 06/95

1st Year Study	2nd Year Study	Columbus City	Licking County	Butler County	Great Oaks	Auburn	Polaris	Total
Year 4 (09/89 - 06/90)		44	58	61	37			200
Year 3 (09/90 - 06/91)		50	52	39	37			178
Year 2 (09/91 - 06/92)	Year 4	42	41	49	37	13	34	216
Year 1 (09/92 - 06/93)	Year 3	50	45	46	29	36	39	245
	Year 2 (09/93 - 06/94)					34	27	61
	Year 1 (09/94 - 06/95)					28	21	49
Total Completers		186	196	195	140	111	121	949

Table 3B. Random number selection process was done by year and location.

Sample Size = 717 (1st year of study)

Number of Completers by Year

Year 4 = 200/717 = 27.9% of 190 = 53
Year 3 = 178/717 = 24.8% of 190 = 47
Year 2 = 169/717 = 23.6% of 190 = 45
Year 1 = 170/717 = 23.7% of 190 = 45

Number of Completers Per Site

Columbus City = 190/717 = 25.9% of 190 = 49
Licking County = 196/717 = 27.3% of 190 = 52
Butler County = 195/717 = 27.2% of 190 = 51
Great Oaks = 140/717 = 19.5% of 190 = 38

Sample Size = 232 (2nd year of study)

Number of Completers by Year

Year 4 = 47/232 = 20.3% of 90 = 18
Year 3 = 75/232 = 32.3% of 90 = 29
Year 2 = 61/232 = 26.3% of 90 = 24
Year 1 = 49/232 = 21.1% of 90 = 19

Number of Completers Per Site

Auburn = 111/232 = 47.8% of 90 = 43

Polaris = 121/232 = 52.2% of 90 = 47

Table 3C. Target # of interviews with completers broken down by site and year.

Year	Columbus City	Licking County	Butler County	Great Oaks	Auburn	Polaris	Total
Year 4	12	15	16	10	5	13	71
Year 3	13	14	10	10	14	15	76
Year 2	11	11	13	10	13	11	69
Year 1	13	12	12	8	11	8	64
Total	49	52	51	38	43	47	280

Table 3D. Actual # of interviews with completers broken down by site and year.

Year	Columbus City	Licking County	Butler County	Great Oaks	Auburn	Polaris	Total
Year 4	11	15	16	10	5	12	69
Year 3	14	14	10	10	14	15	77
Year 2	12	10	11	9	13	11	66
Year 1	12	13	14	9	11	9	68
Total	49	52	51	38	43	47	280

The purpose of this study was to review graduates from 1989 to 1993 (4 sites) and 1991 to 1995 (2 sites) to identify current wage and employment status and to create a history of employment since completion of ONOW. Completers from the four full funding years from Fall 1989 through Spring 1993 and Fall 1991 through Spring 1995 were interviewed by phone. Because of the transitional population, a great deal of the researcher's time was consumed in locating people as shown in Table 4, with a 50 percent success rate in completed interviews. This resulted in current up-to-date mailing lists for all six sites, thus offering the opportunity to renew acquaintances and follow up among the ONOW Instructor, the Vocational Center, and the student. Table 4 shows the number of interviews attempted per site and the final number completed, along with the numbers of total phone calls made and letters sent. In some cases the student could not be located after at least three attempts of varying methods of contact were made.

Table 4. Number and type of contacts made at each location to ONOW completers.

N = 561 Contacts

Site	# of People Contacted	# of Completed Interviews	% Completed	# of Phone Calls Made	# of Letters Sent
Columbus City	103	49	47.6%	245	102
Licking County	90	52	57.8%	140	91
Butler County	138	51	37.0%	322	112
Great Oaks	66	38	57.6%	250	67
Auburn	73	43	58.9%	233	79
Polaris	91	47	51.6%	283	100
Total	561	280	49.9%	1473	551

Note: All completed interviews included at least one letter and one phone call to the person interviewed.

Record keeping by each of the sites is available on the follow-up of each student within every funding year and consolidated in annual reports to the State Department of Education each June. Since these records are required for the year-end reports, the ONOW instructors tally at the end of the funding year which students have jobs and if they have held those positions through June. A typical site in ONOW serves 45-to-60 women per year with many of the instructors maintaining contact with graduates even after the funding year has finished. Because of time constraints from the instructor and a growing number of completers each year, the continual follow-up responsibility usually lies with the student. In many cases, she does not maintain contact, especially when moving or changing her phone number. This "transient" population made it increasingly difficult to contact many of the completers. The number of people removed from the list was 281 for a total of 561 contacts that resulted in 280 completed phone interviews. Of those people who were removed from the list, all attempts were made to locate them via the postal service, phone service, alternate numbers in their files, or with the instructor's knowledge. At least three attempts were made using various sources of contact at different times of the day and throughout the week. Once students were removed, the next name on the list was sourced. Records were maintained with all the days, times, and methods of contact for those who were not interviewed. Butler County in Hamilton, Ohio reported the greatest difficulty in obtaining interviews of ONOW completers as shown in Table 4 for the highest total number of phone calls made and letters sent.

INSTRUMENTATION

The instrument included demographic information; questions regarding training, past work history, wages, other sources of income, and a program evaluation scale that used a Likert-type scale to measure client improvement levels in the various ONOW subjects along with an overall satisfaction rating for the whole course. Open-ended questions allowed the respondents to share their thoughts on what was helpful and what improvements needed to be made to the ONOW Program. The instrument is shown in Appendix A. Each phone interview took approximately ten minutes depending on how much information

the respondent wanted to share with the researcher. Phone calls to the respondent were made at various times during the day and in the evening seven days a week. The times and days were recorded on each instrument and every attempt was made to vary the schedule of calls to accommodate different work and social schedules over a two-week or longer time period.

Completer improvement levels were used as one measurement tool of the ONOW Program curriculum because many of the students in the ONOW classes started at different levels of ability. Since it is a challenge for the instructor to raise the level of ability in all students while teaching the same material to the class, the purpose of the related questions was to record the student's opinion of her own level of improvement and see if a correlation existed between overall satisfaction of the ONOW class and the personal rating of the student's level of improvement. A rating of one meant no improvement while 4.0 was great improvement in that specific area. The descriptions were based on the completers' definition of greatly improved; improved; somewhat improved; and no improvement. The results do not account for any differences in definition from the student.

The instrument was designed with the input of the State Supervisor of the ONOW Program, all eight current ONOW instructors, and two outside sources. The two sources who helped validate the instrument were people with doctorates in Psychology with research experience. One was affiliated with The Ohio State University, Newark campus, the other a former Denison University professor now in private practice. Their suggestions and comments, as well as input from the first-year study Project Statistician, who has a Ph.D. in Home Economics from The Ohio State University, were incorporated into the design. The instrument was sent to the Human Subjects Committee in December 1994 and received approval from that committee to proceed with the interviewing process. Some of the revisions made to the original instrument included changing the order of questions, simplifying the Likert Rating scale, identifying the objectives more clearly, and changing some of the vocabulary for easier communication with the respondents. This was all done prior to submission to the Human Subjects Commission for approval, and before the phone interviews of 280 ONOW completers.

DATA COLLECTION AND ANALYSIS

The grant to complete the research was awarded in the Fall of 1994 for a two-year study. At that time, the design of the research was outlined by the **Associate Dean of the College of Human Ecology, Dr. Sharon Redick; the State Supervisor of Equity for Vocational Education, Dr. Connie Blair; the State Supervisor of the ONOW Program, Sheila Thompson; and the researcher, Marna Lombardi.** Dr. Flo Tooke was hired in 1994 to complete the statistics using the Statistical Package for Social Sciences (SPSS) program on the mainframe at The Ohio State University. Norm Lobdell, the second-year study statistician, was hired in 1995 to work on the final results. Program lists were compiled and the instrument was finalized in the Fall of 1994. A work schedule for all four sites was developed for the winter months of 1995 and Fall and Winter months of 1995/1996 for the additional two sites. In December 1994, the Human Subjects Committee at The Ohio State University waived the application process of the research project based on their approval of the short form application. The phone interviews took place in January, February, and March of 1995 and in November 1995 and January/February 1996. The researcher traveled to each site prior to mailing the letters and again later to update mailing lists or to review the respondent files if they could not be located. Most phone calls were made at the Vocational Site or at the home of the researcher. All interviews took place over the phone.

LIMITATIONS OF THE DATA

Because the job history information obtained was a broad estimate made by the respondents, some of the months worked in each job overlapped and exceeded the total number of months available to work since completion of the ONOW Program. In this case, the researcher used a consistent method to construct employment history data by working with the most current information first and not allowing the total months worked to exceed the total months available to work since completion of ONOW. In many cases the respondents were remembering five years back and rounded figures and dates were used

as their estimates, which explains some inconsistencies in overlap. This information was not that critical in the study, but pieced together an overview of total time worked since completion of the program in a percentage form.

Also since this data was gathered in the winter months, fourteen of the interviewees who had "seasonal" work were unemployed during those months. Since this is a common occurrence of the "trades" area, these women were still considered "employed but laid off" and at the time of interview, they were waiting to be called back once construction resumed.

Another limitation was the improvement levels of many of the clients, who gave a lower number on the Likert Scale (Number 1 for no improvement or Number 2 for little improvement). Their reasoning, which was usually preceded by the numerical rating, was that they were at a high level of understanding of that subject when they entered the ONOW course. In many cases, the respondent expressed fear that answering this question with a lower rating of 1 or 2 would reflect a low rating on the curriculum or the instructor, which was not necessarily what the respondent believed.

Additionally, on the training question, many respondents had taken more than one type of training after ONOW. The instrument did not allow for multiple responses. In many of the cases, the training was "in progress," which resulted in a NO response to the question "had the training been completed?"

This study does not include a comparison group. Discussions with the Gender Equity Project Team took place on interviewing those women who dropped out of the program before completion for reasons other than employment. That study could not be done as a comparison between completers and noncompleters because of the time limit of the research team and also because of incomplete records at the ONOW sites, rendering this an infeasible option. The State Department of Education advises each site to record and count people served as those who start the program rather than those who complete the program. In some cases, these students do not show up the first day of class, nor complete the first week, thus resulting in inaccurate records in the student files at each site. It is assumed by this researcher that these women would be extremely difficult to locate for follow-up. One other option was reviewed

as a comparison model, to compare this group with the Ohio Bureau of Employment Services (OBES) study of people that was provided in a computer printout from across Ohio, using the participants' social security numbers. Because the data would not be in the same format as in the phone interview, some sites did not have social security numbers for noncompleters, and because OBES had never done such a study, it was determined this would not result in a proper control or comparison group. This study therefore, stands alone with the information provided. It is a two-year study and tabulates the responses of Columbus City, Licking County, Butler County, Great Oaks, Auburn, and Polaris Career Centers. These sites and the results are representative of the ONOW program statewide.

Chapter 3

RESULTS

This section contains a discussion and description of each specific objective in the design of the instrument.

In reviewing the project goals, the following questions were answered:

1. ***Did ONOW completers go on to further training after ONOW?***

Further job training was an important measure of the ONOW success, because it is recognized in the ONOW Program goals that introduction to educational options is one of the important aspects of ONOW, or as one respondent stated, "ONOW is not enough; it is a stepping stone...." As stated in Table 5, of those interviewed, 156 or 55.7 percent went on to further training.

Table 5 shows that 156 of the 280 respondents went on to further training after completing ONOW. Table 6 shows that the training varied from a formalized structure (such as vocational classes of over 120 hours in length, two-year technical degrees, four-year colleges, or apprenticeship programs) to informalized training (such as a one-time class or on-the-job training). Because some respondents had taken multiple courses, some duplication exists showing that 15 or 7.9 percent of those surveyed started apprenticeship programs, 55 or 28.8 percent went into job-specific training over 120 hours, 35 or 18.3 percent entered two-year technical programs, and 11 or 5.8 percent entered four-year college degree programs. The other 39.2 percent of the training options were in informal training, such as job-specific courses under 120 hours, on-the-job training, ABLE/GED courses, and others. When the respondents were asked if their current job was related to ONOW training or the additional training they had received after ONOW, 109 or 54.2 percent responded favorably that it was.

As shown in Table 8A, 90 or 55.6 percent of those people completed the training. Forty or 55.6 percent who did not complete the training were still enrolled or in progress at the time of the interview as identified in Table 8B. Recognizing the importance of job training for higher paying jobs, ONOW considers enrollment in further training as well as working for pay as positive placement after the completion of ONOW.

Table 5. Training by ONOW completers who had pursued additional training after ONOW.

N = 280

	Frequency	% of Total
Yes to "had additional training"	156	55.7%
No to "had additional training"	119	42.5%
Missing data	5	1.8%

Table 6. Types of training that ONOW completers started.

N = 156 *

Types of Training	Frequency of Responses	% of Total Responses
Job-specific (over 120 hours)	55	28.8%
Other (miscellaneous)	44	23.0%
Two-year technical college	35	18.3%
Job-specific (under 120 hours)	18	9.4%
Apprenticeship	15	7.9%
Four-year college	11	5.8%
On-the-job training	9	4.7%
ABLE/GED	4	2.1%
Total # of responses:	191*	

* The total shows some duplication in numbers since some respondents have taken more than one type of training.

Table 7A. Responses to Question 7 by ONOW completers who were currently working. "Was training taken after ONOW related to current job?"

N = 201

	Frequency of Responses	% of Total
YES	122	60.7%
NO	65	32.3%
Missing data of those working	14	7.0%

Table 7B. Those who answered No to Question 7 and did not feel that training was related to their current position gave the following reasons to the researcher.

N = 65 *

	Frequency of Responses	% of Total
Traditional job	30	42.8%
Had prior experience in field before ONOW	15	22.0%
Program material does not fit	9	12.8%
Had job before ONOW	8	11.3%
Other	4	5.6%
No jobs available	3	4.2%
Did not like nontraditional work	1	1.3%
Total # of responses:	70*	

* Some respondents gave more than one answer. Actual quotations are listed in Appendix D.

Table 8A. Completion rates on additional training taken after ONOW.

N = 161 *

	Frequency	% of Total
YES, course(s) were completed	90	55.6%
NO, course(s) were not completed	71	44.4%

* The coding allowed only one response for ONOW completers even if they had taken more than one training class. If training had not been completed in one class but completed in another, the answer was coded NO.

Table 8B.

If NO, what were some of the reasons why training was not completed?

N = 72

	Frequency	% of Total
Currently in progress	39	56.5%
Obtained a job	9	12.5%
Other family responsibilities	5	6.9%
Medical reasons	5	6.9%
Did not like it	3	4.2%
Financial reasons	2	2.8%
Physically unable to do job	1	1.4%
Relocated	1	1.4%
Was a waste of time	1	1.4%
Could not travel to job location	1	1.4%
Need to take GED	1	1.4%
Asked to leave/personnel conflict	1	1.4%
Looking at other options	1	1.4%
Needed more job security	1	1.4%

Apparently, additional training does pay off as shown in Table 9. The sample size of 117 of those ONOW completers employed, who completed additional training, shows a higher wage ($9.70/hour as the mean) than those who did not receive additional training ($8.10/hour mean wage). This results in a $1.60/hour difference or shows a 20% difference in wages. Table 10 shows the number of different training activities that ONOW completers started, with the majority or 74.0 percent taking only one additional training other than ONOW. Table 11 shows the breakdown of wages by additional training or no further training for ONOW completers.

Table 9. Training and wages of ONOW completers.

N = 193

Variable	N	Mean Hourly Wage
No additional training after ONOW	76	$8.10/hour
One or more training class(es) after ONOW	117	$9.70/hour

Δ = $1.60/hour difference

Table 10. Number of training sessions taken after ONOW for ONOW completers who are currently working.

N = 119

# Training Sessions	Frequency	% of Total
1	88	74.0%
2	28	23.5%
3 or more	3	2.5%

Table 11. Wage summary of ONOW completers based on further training or not.

N = 190

Wage Range	Variable	Frequency	% of Total
$4.00-6.49	Group 1 - no further training	19	26.0%
	Group 2 - additional training	25	21.4%
$6.50-9.00	Group 1	29	39.7%
	Group 2	41	35.0%
$9.01-13.00	Group 1	22	30.2%
	Group 2	29	24.8%
$13.01-20.50	Group 1	3	4.1%
	Group 2	22	18.8%

Group Frequency	Mean Wages
Group 1 = 73	$8.10/hour
Group 2 = 117	$9.70/hour
Δ =	$1.60

2. ***Are ONOW completers working now, what are their wages, and are they receiving medical benefits?***

The majority of ONOW completers are currently working, have been working steadily since completion of the course, and are working for pay above $6.50/hour as can be seen in Table 12. As shown in 12A, wages are also higher for those women who completed the course six years ago. As explained in the methodology section and illustrated on Table 3A, Year 4 for both study groups includes those completers who have been in the work force the longest. Funding year 1992 has the highest sample size because it includes Year 1 of the first study and Year 4 of the second study. This may explain the break in the trend of higher wages each year in Table 12A. Using Analysis of Variance, the alpha

calculates .02, showing that the wage summaries by the year of completion of the program is statistically significant. It is the researcher's opinion that the longer an ONOW completer works, the higher her wages, and this is shown in Table 12A.

Table 12. Wage summary of ONOW completers.

N = 201

Pay Range	Frequency	% of Total	
$4.00 - 6.49	49	24.4%	
$6.50 - 9.00	73	36.3%	
$9.01 - 13.00	43	21.4%	
$13.01 - 26.25	28	13.9%	
Missing data	8	4.0%	
Mean wage of all employed ONOW completers:			$9.07

Table 12A. Wage summary by year of completion of program.

N = 193

Funding Year	Frequency	Mean Hourly Wage	P
1989 - 1990	40	10.24	
1990 - 1991	34	8.99	
1991 - 1992	37	8.12	
1992 - 1993	53	9.76	
1993 - 1994	18	7.83	
1994 - 1995	11	7.01	
			.02

Wages were also broken down by race to see if there was a difference between minority and Caucasian women. Table 13 shows the average of $9.34/hour for Caucasian women and $7.77/hour for minority women. This data is based on a T-test showing an alpha of .04 and is statistically significant.

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Table 13. Wages broken down by race.

Variable	Hourly Wage	Frequency	% of Total	N	Mean Hourly Wage
Group 1					
	less than $6.49	37	22.7%		
	$6.50 - $8.99	60	36.8%		
	$9.00 - $12.99	39	23.9%		
	over $13.00	27	16.6%		
				163	$9.34
Group 2					
	less than $6.49	10	35.7%		
	$6.50 - $8.99	13	46.4%		
	$9.00 - $12.99	4	14.3%		
	over $13.00	1	3.6%		
				28	$7.77

Group 1 = European American (Caucasian)

Group 2 = Minority Women (African-American, Hispanic, Native-American, or multi-racial background)

The average number of employers per respondent is 1.2 with the length of time employed from one week to 22 years dependent on what season and year the respondent completed ONOW (Tables 14 and 17) and if the respondent was already working while attending ONOW. Appendix C shows the average pay is $9.07/hour with 133 or 66.2 percent working full-time or over 35 hours per week as seen in Table 18. Since health benefits are one of the three major concerns of working women across the United States, as reported in "Working Women Count" released by the Women's Bureau of the U.S. Department of Labor, this question was one of great interest in this study. Of the 201 respondents surveyed who were working at the time of the interview, 122 or 60.7 percent were receiving medical benefits (Table 19). The mean waiting period to receive those benefits was approximately 3 months or 88 days as shown in Table 20.

Table 14. Length of time for current employment.

N = 198

Time Frame	Frequency	% of Total
1 week - 6 months	47	23.7%
6.1 months - 12 months	25	12.6%
12.1 months - 18 months	24	12.1%
18.1 months - 24 months	26	13.1%
24.1 months - 30 months	13	6.6%
30.1 months - 36 months	13	6.6%
36.1 months - 48 months	13	6.6%
48.1 months - 60 months	37	18.7%
Total mean length of current employment:	26.77 months or 2 years and 3 months	

Table 15. Length of time of not working for those currently not employed. *

N = 82

Time Frame	Frequency	% of Total
1 week - 6 months	31	37.8%
6.1 months - 12 months	10	12.2%
12.1 months - 18 months	8	9.8%
18.1 months - 24 months	10	12.2%
24.1 months - 36 months	7	8.5%
36.1 months - 48 months	6	7.3%
over 48.1 months	10	12.2%
Total mean length of time of not working:	23.21 months or 1 year and 11 months	

* The time frame for this question varied per respondent. Some gave answers that included time not worked before taking ONOW; others started time frame from completion of ONOW. This data only addresses those not working for pay at the time for the interview, and does not fit the definition of unemployed or those actively seeking work.

Table 16. Respondents working for pay at the time of the interview.

N = 280

Respondents	Frequency	% of Total
YES	199	71.1%
NO	65	23.2%
Other*	16	5.7%

* Includes those women in the trades who are currently laid off but on call for union or non-union jobs.

Table 17. Number of employers since completion of the ONOW Program.

N = 217 workers

# Employers	Frequency	% of Total Working
1	95	43.8%
2	79	36.4%
3	25	11.5%
4	6	2.8%
Other	12	5.5%
Mean number of employees/ONOW completers working:		1.21

Table 18. Full-time / part-time / seasonal work breakdown.

N = 201

Variable	Frequency	% of Total
Full-time (35 hours or more/week)	133	66.2%
Part-time	54	26.9%
Seasonal	14	6.9%

Table 19. Health benefits breakdown.

N = 201

Variable	Frequency	% of Total
Benefits are offered with job	122	60.7%
Benefits are not offered with job	51	25.4%
Unknown	28	13.9%

* Some of the unknown responses were unclear on company policy of length of time. They were receiving medical benefits from another source (i.e., spouse's job) and had not pursued information from their own company.

Table 20. Wait time for health benefits on the job.

N = 122

# Days Waiting	Frequency	% of Total
0	12	9.8%
1 - 30	22	18.0%
31 - 45	3	2.5%
46 - 60	7	5.7%
61 - 75	1	.8%
76 - 90	41	33.6%
91 - 125	1	.8%
126 - 180	8	6.6%
181 - 190	1	.8%
191 - 365	6	4.9%
Unknown	20	16.5%
Mean on wait time for health benefits:		88 days or approximately 3 months

3. How is salary tied with the nontraditional work and traditional work as broken down by job categories?

The average wage of the working respondent in this survey was $9.07/hour. As stated in the introduction, women entering nontraditional careers receive higher wages than women who are employed in traditional jobs. The salary ranges for all survey interviewees who were working ranged from a minimum salary of $4.00/hour to a maximum of $26.25/hour, as can be seen in Appendix C. If the respondent was paid a salary amount, as in a few cases, the hourly rate was calculated according to the annual number of hours worked. Also in some cases, women worked more than one job. These "hourly" wages were estimated according to the number of hours worked for each job and then a weighted average was calculated. For those women who were laid off in the trades, an hourly rate was calculated based on the number of hours worked per year, taking in account the seasonal business.

Table 21 shows job classifications for those women surveyed who were working. Table 22 shows from the survey average wages per job classification. For those job classifications other than #2 (Administrative Support including Clerical) and #3 (Service Occupations), both traditionally female jobs, the mean hourly wage becomes $10.14/hour. This compares to the hourly wage of #2 and #3 grouped together for a total average of $7.68/hour as shown in Table 23. Appendix B details the actual job titles listed under each category, using the Occupational Handbook job titles and classifications.

Table 21. Job classifications of women working for the ONOW survey.

N = 201

Job Class #	Description	Frequency	% of Total
1	Technicians & related support	9	4.5%
2	Administrative support (including clerical)	36	17.9%
3	Service occupations	51	25.4%
4	Mechanics, installers, & repairers	4	2.0%
5	Construction trades	12	6.0%
6	Production occupations	57	28.3%
7	Transportation & material moving	8	4.0%
8	Other	24	11.9%

For a full description of job titles that fall in each category see Appendix B.

Table 22. Wage information by job classification.

N = 193*

Job Class #	Frequency	Mean Hourly Wage	Minimum Hourly Wage	Maximum Hourly Wage
1	9	$8.13	$5.00	$11.25
2	35	$7.71	$4.75	$13.99
3	49	$7.66	$4.00	$15.00
4	4	$10.33	$8.50	$14.59
5	11	$11.71	$7.40	$18.30
6	57	$10.03	$4.65	$20.50
7	8	$10.89	$5.96	$16.62
8	20	$10.16	$4.50	$26.25

* Some working respondents chose not to share wage information.

Table 23. Average wages for two sub-groups of the reported job classifications.

N = 193

Variable	Frequency	% of Total	Mean Hourly Wages	
Group 1	109	56.5%	$10.14	
Group 2	84	43.5%	$7.68	
T-test run on two groups and wages alpha level:				.01

Δ = $2.46/hour

Group 1 = Job classifications 1, 4, 5, 6, 7, and 8 nontraditional occupations for women.
Group 2 = Job classifications 2 and 3 traditional occupations for women.

4. Have ONOW completers been steadily working since completion of the ONOW program?

Table 24 shows that from our survey, 70 percent or 105 of the respondents have worked 50 percent or more of the total available work time since completion of ONOW. This number was

calculated by totaling the number of months available to work from the time they completed ONOW to the time of the interview. Using the respondents' own time estimates that detailed their work history starting with their most current job and working backwards, all jobs that were held were added together and then a percentage was developed based on the difference between actual work over available time to work. Since the various training programs could not be calculated in this number, the 50 percent calculation does not reflect the true success of positive placement from ONOW because in many cases this training was full time and did not allow the student to work. In reviewing Table 24 one can see that 42 respondents or 19.8 percent of those surveyed have worked 100 percent of the available time since graduation with the mean percent time of working at 70.6% of total time available. Taking into account the high number of those who participated in training after ONOW and the unknown length of the training, the other numbers may or may not reflect the actual time available to work once the respondent is properly trained for her job.

Table 24. Percentage of work time compared to total available time to work.

N = 212

Ranges of % Worked Over Available Time to Work	Frequency	% of Total
100%	42	19.8%
83-99%	43	20.3%
46-82%	43	20.3%
23-45%	41	19.3%
less than 23%	43	20.3%
Mean percent time worked over available time since completion of ONOW:		70.6%

Percent of work time was calculated by totaling the number of months available to work since completion of the ONOW Program and comparing it to the actual amount of time worked. All estimates were provided as work history by the interviewee. Details are provided in Appendix C on those calculations.

Table 25 lists the answers given to Question #15, "What do you think is the main reason why you are unemployed?" The variety of reasons given does not seem to show a commonality and nineteen people chose not to answer this question.

Table 25. Answer to Question 15: "What do you think is the main reason why you are unemployed?"

N = 59*

Reason	Frequency of Responses	% of Total
Lack of transportation	7	11.8%
In training	7	11.8%
Laid off	6	10.2%
Lack of child care	5	8.5%
Quit	5	8.5%
Choose not to work	5	8.5%
Medical leave	4	6.8%
Health reasons	4	6.8%
Disability	3	5.0%
Pregnancy	2	3.4%
Ex-spouse died	2	3.4%
Single parent	1	1.7%
Lost driver's license	1	1.7%
Sexual harassment	1	1.7%
Addiction	1	1.7%
Not enough income	1	1.7%
Cannot find a job	1	1.7%
Age	1	1.7%
Lack of training	1	1.7%
Criminal record	1	1.7%

* Some respondents chose not to answer this question.

The instrument asked basic demographic questions at the end of the interview and 102 or 36.4 percent (Table 2) of the sample acknowledged they had been receiving ADC at the time they took the ONOW class. The State Department of Education's ONOW Division records show a much higher percentage of people entering the program who are on public assistance as defined by anyone receiving Food Stamps, Medical Services, or General Assistance. The 36.4 percent of this sampling represents only those women whose primary source of income was ADC at the time of the class. Using the instrument, respondents were also asked to list their other types of income if their income was not the only family source of income, as shown in Table 26. In Table 27, twenty-four respondents or 8.4 percent of the sample said they were currently receiving ADC. Of the original ONOW completers receiving ADC, these 24 were still receiving this as their main source of income at the time of the interview, whereas 78 were working and supporting their families without assistance. No new cases for ADC had been added from the ONOW completers that were interviewed. Additionally, 81 or 42.6 percent of the respondents said their only income was from their own employment, whereas 109 or 57.4 percent listed additional sources such as spouse's income, child support, friend's pay, and others. This detailed list is provided in Table 27.

Table 26. Sources of income for the ONOW completers surveyed who were working.

N = 190

Description	Frequency	% of Total
Wages are the only source of income	81	42.6%
Additional sources of income	109	57.4%

Table 27. Sources of income other than wages.

N = 109

Sources	Frequency of Responses	% of Total
Spouses pay	62	21.8%
Child support	46	16.1%
Food stamps	34	11.9%
Medical card for child	26	9.1%
ADC	24	8.4%
Medical care for self	16	5.6%
Friends pay	15	5.3%
Unemployment	14	4.9%
Other sources	14	4.9%
SSI - disability	11	3.9%
Social security	11	3.9%
Alimony	5	1.7%
Worker's compensation	4	1.4%
General assistance	3	1.1%
Total number of responses	285*	

* Duplication exists because multiple responses were recorded.

5. ***Is the overall satisfaction level of the ONOW completer of the whole course directly related to any of the specific demographics given on this survey?***

The correlation between overall satisfaction levels of ONOW and individual improvement rating was calculated and not found to be statistically significant. Analysis of Variance procedures were used to test the association of age, race, location, season of graduation, and graduation year with each of the

evaluation scores. None were found statistically significant at the confidence level of .05 except for race by overall satisfaction as shown in Table 28. The overall satisfaction levels and overall improvement ratings for each of the core subjects is higher for minority women.

Table 28. Mean evaluation scores by race.

Category	Intro	P.F.	S.E.	Assert	Math	B.P.R.	E.R.	O.S.L.
Group 1	3.52	3.20	3.39	3.19	3.04	2.78	3.15	3.58
Group 2	3.52	3.42	3.42	3.36	3.02	2.86	3.24	3.84

(**Intro** = Introduction to nontraditional; **P.F.** = Physical fitness; **S.E.** = Self-esteem; **Assert** = Assertiveness; **B.P.R.** = Blueprint Reading; **E.R.** = Employment readiness; **O.S.L.** = Overall satisfaction Level)

Group 1 = European American (Caucasian)

Group 2 = Minority women (African-American, Hispanic, Native-American, or multi-racial background)

This can be compared to the overall satisfaction levels of all ONOW completers. As shown in Table 29, 199 or 71.1 percent of the respondents were very satisfied with ONOW, 54 or 19.3 percent were somewhat satisfied, 20 or 7.1 percent were somewhat dissatisfied and 1.1 percent of 3 people were very dissatisfied. Of the seven particular subjects that make up the majority of the ONOW eight-week curriculum, the mean ranges of improvement levels were 2.79 to 3.52 on a four-point Likert scale for personal levels of improvement as shown in Table 30. A rating of one meant no improvement while 4.0 was great improvement in that specific area. The descriptions were based on the completers' definition of greatly improved; improved; somewhat improved; and no improvement. The following tables do not account for any differences in definition from the student.

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Table 29. In response to Question #18: "On the whole how satisfied were you with the ONOW training?"

N = 280

	Rating	Frequency	% of Total
Very Satisfied	4	199	71.1%
Somewhat Satisfied	3	54	19.3%
Somewhat Dissatisfied	2	20	7.1%
Very Dissatisfied	1	3	1.1%
Missing Data		4	1.4%
Mean Score on overall satisfaction rating:			3.63

Table 30. Mean personal improvement rating scores for core subjects in the ONOW curriculum.

Core Subjects Title	N	Mean Rating *
Introduction to Nontraditional	279	3.41
Self-Esteem	279	3.40
Physical Fitness	279	3.24
Assertiveness Training	279	3.22
Employment Readiness	278	3.16
Math	279	3.04
Blueprint Reading	279	2.79

* Ratings are based on a scale of 1-4 with 1 being no improvement; 2 being little improvement; 3 being some improvement; and 4 being greatly improved in that area.

6. Which training session in ONOW stood out in the minds of the students as the most helpful?

Because of the open-ended format of this question, the responses varied greatly from those interviewed. Many people gave more than one response resulting in 383 items in answer to the question, "Which training session was the most helpful to you?" Taking into account that ONOW is a 208-hour training course, the wide variety of responses is categorized in Table 31. The top three listed in order

of frequency reference the major objectives that helped develop the ONOW Program, including hands-on training for 73 responses or 26.1 percent; academics for 58 responses or 20.7 percent of the total and self-esteem with 47 responses or 16.8 percent of the total answers. The instructor was listed 36 times or 12.9 percent of the total; with job readiness with frequency responses at 13.6 percent or 38 times. A more detailed breakdown of these responses is shown in Appendix E with a summary of the actual quotations.

Table 31. In answer to Question # 19: "Which training session in ONOW stands out in your mind as the most helpful to you? Why?"

N = 280

Category	Frequency of Responses	% of Total Respondents
Hands-on learning	73	26.1%
Academic portion of class	58	20.7%
Self-esteem	47	16.8%
Job readiness	38	13.6%
Instructor	36	12.9%
Opportunities (education, jobs)	32	11.4%
Class members / teamwork	29	10.4%
Other	29	10.4%
Physical fitness	27	9.6%
Assertiveness	14	5.0%
Total Number of Responses	383*	136.9%

* Many respondents gave more than one answer to this question.

7. Was there something the completers thought would have better prepared them to find a job?

This question was answered differently by those interviewed. Some respondents felt the responsibility lay with them on specifically what they could have done personally to better prepare themselves for work, whereas others gave feedback on what ONOW could have done to better prepare them for the world of work. Some answered that nothing could have better prepared them to find a job, as shown in Table 32, "NO" was answered 47.1 percent or 132 times from the total 280 respondents. The curriculum improvements provided 42 different ideas in the 100 answers or 35.7 percent of the total responses and those are listed in Appendix F along with the specific quotes from each respondent. Twenty-one or 7.5 percent of the responses were a perceived personal challenge as a reason why employment had not been sought and 16 or 5.7 percent of the women interviewed recognized that more training was needed. Ten (3.6 percent) responses identified the economy or lack of local jobs, whereas 4 responses (1.4 percent) identified more preparation for sexual harassment on the job was needed in the course. Two responses commented on the instructor.

Table 32. In answer to Question # 20: "Is there something you can think of that would have better prepared you to find a job?"

N = 280

Category	Frequency of Responses	% of Total Respondents
NO	132	47.1%
Curriculum improvements in ONOW	100	35.7%
Perceived personal or physical challenges	21	7.5%
Additional education	16	5.7%
Local job outlook	10	3.6%
Sexual harassment	4	1.4%
Other	2	.7%
Total number of responses	285*	101.7%

* Some respondents gave more than one answer

8. ***In response to Question # 21: "In your opinion, what improvements should be made to the overall ONOW training?"***

A total of 328 responses were given to the researcher when interviewees were asked this question at the end of the phone interview as shown in Table 33. Some of the respondents had more than one response with 36 specific individual improvements to the ONOW curriculum totaling 111 responses from 39.6 percent of the respondents. Those responses are summarized in Appendix G along with the direct quotes of the students. Fifty-four or 19.3 percent of the respondents could not think of improvements and 51 or 18.2 percent answered the question with a positive comment on something they specifically enjoyed about ONOW. Fifty-one or 18.2 percent of the respondents believe the class should be longer in length with the average recommendation at 19 weeks (or approximately 5 months) of those who actually recommended a time length. Thirty-four students or 12.1 percent of the respondents believed more follow-up was needed with the student to provide job leads, help in obtaining employment, and placement in training programs or on-the-job training. Fourteen responses were listed as "other" with 13 of them directly tied to the instructor's lack of organization or schedule and thirteen women commented that ONOW should broaden its advertising, resulting in increased availability to other women.

Table 33. In answer to Question # 21: "In your opinion, what improvements should be made to the overall ONOW training?"

N = 280

Category	Frequency of Responses	% of Total Respondents
Improvement to curriculum	111	39.6%
NO, cannot think of any improvements	54	19.3%
Answered question with positive comments	51	18.2%
Make course longer than 8 weeks	51	18.2%
More follow-up with students / more on job leads	34	12.1%
Other comments	14	5.0%
Advertise more / increase availability	13	4.6%
Total number of responses	328*	117.0%

* Some respondents gave more than one answer to this question.

9. Any additional comments the interviewee had for the interviewer.

A total of 67 responses were added at the end of the interview by the ONOW completer. These responses were unsolicited by the interviewer, but written down as additional comments. As shown in Table 34, they have been grouped into four categories. More specific information can be found in Appendix H and specific quotes are listed as told to the interviewer. Twenty-seven comments or 40.3 percent were on the class whereas 15 comments (22.4 percent) were related to the instructor. Another 15 or 25.0 percent from the total respondents were on needed improvements for ONOW and 10 or 16.7 percent fell into the other category.

Table 34. Miscellaneous comments made by the respondents at the end of the interview.

N = 60

Category	Frequency of Responses	% of Total Respondents
General comment on class	27	45.0%
Teacher comments	15	25.0%
Needed improvement	15	25.0%
Other information	10	16.7%
Total number of responses	67*	111.7%

* Some respondents had more than one answer.

SUMMARY AND RECOMMENDATIONS

The following section contains the summary of the research with related recommendations. This summary is an opportunity to review the quantitative numbers provided in the results section along with the qualitative comments given by the ONOW completer during the interview. The purpose of this project was to assess the long-term effects of ONOW training in reference to job retention and wages. Each subsummary in this section addresses that goal.

1. *Summary:* The ONOW Program is working in terms of its goal of helping women help themselves and focus on financial independence. This is shown by the high number of women in this study who pursued additional training (156 or 55.7 percent of those surveyed) and those who are currently working for pay (201 or 71.8 percent). The average wage earnings of $9.07/hour with 70 percent of those working having worked 50 percent of the available time show a strong indication that women are getting jobs once completing the ONOW program and other training programs and are continuing to work. The percentage of nontraditional (56.5 percent) vs. traditional jobs (43.5 percent) indicates that not all ONOW completers start or continue working in nontraditional fields. Many respondents (65 or 32.3 percent of the total) stated that the training they received was not related to their current job because it was not in the nontraditional areas, indicating their perception that the ONOW curriculum was just for nontraditional work and not relevant to traditional jobs.

Recommendations:

1.1 Continue to emphasize additional training after ONOW and explain to those participants that ONOW is an introductory class to all employment and training options. In some of the comments, the respondents reported they had been misled and believed jobs would be available immediately

once the eight weeks were completed. These comments are listed under the job outlook categories in appendices F and G. Instructors could make it clear that most ONOW completers go on to further training after ONOW and that there is no guarantee of jobs at the end of class.

1.2 Stress during the course that employment readiness skills are basic work ethic skills that are important in any job regardless of job type. Many of the ONOW instructors already do this with their strict attendance and tardiness policies. But the perception of 65 of the ONOW completers was that ONOW was not related to their current job because they had gone into traditional work. In reviewing the core curriculum items of self-esteem, assertiveness, math, and employment readiness, it seems as if those components would fit in any occupation but this was not necessarily perceived by the respondents. Some other comments included the reassurance that traditional choices were okay, and that all options, not just nontraditional, should be emphasized in the class.

2. *Summary:* The program format is consistent across the state of Ohio. The individual teachers are all recognized in their ability to work with students, to keep the class on task and interesting, and to encourage students to follow through with their goals.

Recommendations:

2.1 Continue to have annual retreats and sharing sessions among the Coordinators to acknowledge some of the things that work well for each site. Provide consistent training to all instructors and try to "bring up to date" new instructors with the appropriate information.

2.2 Acknowledge the importance of the individual attention an instructor gives her students and let the instructors know that in 9.4 percent of the responses they were listed by name as the most helpful part of the ONOW Program.

3.3 In 13 responses of Appendix G on suggested improvements to the course, class disorganization and lack of planning were mentioned. Emphasize that all instructors use schedules and provide daily as well as weekly updates to their students on the class schedule.

3. *Summary:* The core curriculum items were rated for improvement levels by the respondents on the Likert Scale of 1 to 4 with averages of 2.79 to 3.41. This could not be correlated to the overall satisfaction level of the course. Blueprint reading was listed at 2.79 and Math at 3.04, with some open-ended remarks addressing the different levels of ability in class. These two areas had the lowest improvement ratings among the respondents possibly because of the differences in incoming ability levels of the students and possibly because of not receiving enough information on these subjects.

Recommendations:

3.1 Develop math manipulatives to teach hands-on math in cooperative learning groups. The women who felt the math pace was too slow could then help others learn within a group setting that would provide the higher level students with an opportunity to assist in the instruction. Explore workbooks or activities at higher levels for some students to work at their own pace.

3.2 Blueprint reading should be taught consistently by all coordinators. The impression was given that some sites do this well, while others do not spend much time on it since some respondents did not remember taking blueprint reading. Set a standard of time spent in class and/or provide measurable objectives for the ONOW Coordinators to know what skills their students should have after completing the blueprint portion of class.

4. *Summary:* Fifty-one of the respondents felt that ONOW should increase the course length. Comments ranged from a total of 10 weeks to a two-year program complete with degree. The

greatest number of respondents suggested 10, 12, and 16 weeks in length. Some respondents (34 in total) wanted more follow-up once they had completed the course.

Recommendations:

4.1 Discuss with the ONOW Coordinators and the students to see if any opportunities lie in reunions, class get togethers, support groups, or having completers continue to come to class or continue to report to the school in some fashion until they obtain a job.

4.2 Set up a pilot site of an ONOW Program at ten or twelve weeks and compare placement with that of an eight-week program.

5. *Summary:* The power of the classroom and the supportive environment are not to be minimized. Twenty-nine respondents listed this as the most helpful part of ONOW.

Recommendations:

5.1 Share this information with the ONOW Coordinators.

6. *Summary:* The final statistics of the ONOW completers are very much in line with the current statistics of women who are working, according to the U.S. Department of Labor, Women's Bureau Report for 1993--from the average age of the women surveyed for this report at 38 years of age compared to the median age of females in the labor force in 1995 at 38 years old. ONOW completers averaged $9.07/hour for those who were working, as compared to the average of all women working in the United States at $18,400/year or $9.20/hour. Reported in the 1993 *Handbook on Women Workers: Trends & Issues*, by the U.S. Department of Labor, Women's Bureau, women earned $.70 for every $1.00 men made in 1991. The same publication states that more than half of all the workers in the U.S. are paid on an hourly basis and of those that were paid on an hourly basis, women averaged $6.77/hour to men's $8.73/hour in 1991. As

recognized by the U.S. Department of Labor, "the overall job market still shows signs of job segregation by sex," with 14 out of 20 of the leading occupations for women falling below the average weekly rate of $368 for all working women. This information supports the research that nontraditional jobs pay more per hour than traditional jobs as shown in Table 23. ONOW completers who were in nontraditional jobs made on the average 32 percent higher wages than those women who were in traditional jobs.

Recommendations:

6.1 Provide extended services to those women who are not working or are not in a training program.

6.2 Re-examine the extension policy which extends financial aid to people who have exceeded the two-year time limit (make it available on an as-needed basis or as an exception, but do not publish this information). This extension policy or time limit affected only a few people who listed this as a reason why they were unable to continue with training. Although it may not have been the sole reason why they were unable to obtain employment, it was a barrier in their mind and eliminated the option of additional training for them.

6.3 Use this report as an example to ONOW classes. If training/job placement is not pursued directly after completion of the program, employment opportunities decline with the average length of women not working at 23 months as shown in Table 15. Also nontraditional employment and additional training after ONOW does result in higher wages as shown in Tables 11 and 23, which should be stressed these statistics in all ONOW literature.

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APPENDIX A

INSTRUMENT USED IN SURVEY

APPENDIX B

OCCUPATIONAL CODES FROM THE 1994-1995
EDITION OF OCCUPATIONAL OUTLOOK HANDBOOK

APPENDIX C

WORKSHEET OF WAGES AND WORK TIME

APPENDIX D

QUESTION #7: "WHY ONOW OR OTHER TRAINING
WASN'T RELATED TO CURRENT JOB."

APPENDIX E

QUESTION #19: "WHICH TRAINING SESSION IN ONOW STANDS
OUT IN YOUR MIND AS THE MOST HELPFUL TO YOU? WHY?"

APPENDIX F

QUESTION #20: "IS THERE SOMETHING YOU CAN THINK OF THAT
WOULD HAVE BETTER PREPARED YOU TO FIND A JOB?"

APPENDIX G

QUESTION #21: "IN YOUR OPINION, WHAT IMPROVEMENTS
SHOULD BE MADE IN THE OVERALL ONOW TRAINING?"

APPENDIX H

#22: OTHER COMMENTS

APPENDIX A

THE INSTRUMENT

SURVEY #: **DAYS/TIMES --Called:**

DAY OF INTERVIEW:

Information from the student files:

Season & year of graduation:

Was she an ADC recipicent at time of class:

Race:

Birthdate/year:

Ex-Offender status:

Site:

1. **Do you understand that your participation in this survey is voluntary & that this survey can be terminated at any point in the interview?**
   NO **YES**

2. **Did you complete the ONOW course?**
   NO **YES**

3. **Have you had any other additional training since graduation from ONOW?**
   NO **YES**

***3(a) If yes, what type of training did you receive? (check all that apply)**

------- a. Apprenticeship	---------- e. ABE/GED
------- b. Job Specific (under 120 hrs)	---------- f. 2 yr tech training
------- c. Job Specific (over 120 hrs)	---------- g. 4 yr college training
------- d. Internship (on the job training)	---------- h. OTHER:

***3 (b) Did you complete this other training?**
NO **YES**

***3 (c) If No, let's talk about why:**

4. **Are you currently working for pay?**
   NO **YES**

(if NO, go to question #10 (b))

5. **What is your job title?**

6. Where do you work?

7. Was your training related to your current position?
NO YES

*7(a). If Yes, which training session? ——— ONOW or ——— OTHER

*7(b). How long after completing the training were you able to find work?

_____ days _____ weeks _____ months

*7(c). If No, tell me why you think that the training session did not assist in your finding work?

8. Is your current job non-traditional for women?
NO YES

9. How many different jobs have you had since graduation from ONOW?

9a. If more than one, please answer the following questions starting with the first job you had after completing ONOW training:

JOB TITLE	WAS IT NON TRAD?	LENGTH EMPLOYED	WAS TRAINING RELATED?	WAGE
1				
2				
3				
4				

10(a). How long have you been employed in your current job?

_____ weeks or _____ months

*10 (b) How long have you been umemployed?

_____ weeks or _____months or _____never worked
(go on to question #15)

11. Are you currently work part-time, fulltime (over 35 hours/wk), or is it seasonal work?

Part-time **Fulltime** **Seasonal (approx hrs/wk last 12 months)**

12. What is your hourly wage?

13. Does your job provide you with medical benefits?

NO **YES**

***13(a). If yes, is there a waiting period to obtain those benefits and have you passed it?**

NO **YES**

***13(b). If no, how long is that waiting period?**

14. Is this your only source of income?

YES **NO**

***14a. If no, ask: "As I read the following list of other incomes, can you let me know which areas apply to you?":**

_____ alimony
_____ child support
_____ unemployment
_____ social security check
_____ spouse wages
_____ friends wages
_____ workers compensation

PUBLIC ASSISTANCE:
_____ General Assistance
_____ Food Stamps
_____ SSI-Disability

_____ Medical card for you

_____ Medical card for children
_____ ADC
_____ Other:

15. What do you think are the main reasons you are unemployed?

Pregnancy	Mental Illness	Addiction	Transportation
Disabilities	No jobs	no childcare	abusive relationship
lack of family support		laid off	quit
in training		sexual harassment	
other:			

16. What do you think you could do to get the job you want?

(Go back to question #14 if unemployed: What is your current source of income?)

17. **Using a scale from 1 to 4, can you please give me a rating for the following components of ONOW and how you feel your own level of improvement was, with 1 being no improvement and 4 being greatly improved in that area?**

Intro to nontraditional opportunities	**1**	**2**	**3**	**4**
Physical Fitness	**1**	**2**	**3**	**4**
Self Esteem	**1**	**2**	**3**	**4**
Assertiveness	**1**	**2**	**3**	**4**
Math	**1**	**2**	**3**	**4**
Blueprint Reading	**1**	**2**	**3**	**4**
Employment readiness (ie interviewing, job seeking skills)	**1**	**2**	**3**	**4**

18. **On the whole how satisfied were you with the ONOW training? On a scale of 1 to 4 with 1 being very dissatisfied and 4 being very satisfied, how would you rate this program?**

1 2 3 4

19. **What training session in ONOW stands out in your mind as the most helpful to you? WHY?**

20. **Is there something you can think of that would have better prepared you to find a job?**

21. **In your opinion, what improvements should be made to the overall ONOW training?**

Can (name of instructor) pass on any additional information that may help you with your own career goals? If so, the best way to handle that would be to call her at _____between the hours of_____ and make an appointment to discuss that.

22. **Would you like a copy of the results of this survey once it is finished?**

NO YES

THANK YOU FOR YOUR TIME

APPENDIX B

LISTING OF JOB TITLES FOR
GROUPING OF JOB CLASSIFICATIONS

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- EXEC, ADMIN + MGR.
- PROFESSIONAL SPECIALTY
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- HANDLERS, CLEANERS, LABORERS

PROPOSED:
TABLES FOR CAREER CLUSTERS:

DB TITLES are needed

1. TECHNICIANS + RELATED SUPPORT
2. ADMIN SUPPORT - INCL. CLERICAL
3. SERVICE OCCUPATIONS
4. MECHANICL. INSTALLERS + REPAIRERS
5. CONSTR. TRADES
6. PRODUCTION OCCUPATIONS
7. TRANSPORTATION + MAT'L MOVING
8. OTHER

APPENDIX C

LOTUS WORKSHEET OF INDIVIDUAL
WAGES AND PERCENT
OF CALCULATIONS OF WORK TIME

THE FREQUENCY DISTRIBUTION OF THE VARIABLE 'WORKRATIO'

(wkratio is the ratio of (1) total work time reported for the period from completion of ONOW to time of interview, devided by (2) the interval from ONOW completion till the time of interview)

Count	Cum Count	Pct	Cum Pct	WKRATIO
1	1	.5	.5	0.005
1	2	.5	.9	0.005
1	3	.5	1.4	0.008
1	4	.5	1.9	0.011
1	5	.5	2.4	0.014
1	6	.5	2.8	0.019
1	7	.5	3.3	0.024
1	8	.5	3.8	0.029
2	10	.9	4.7	0.033
1	11	.5	5.2	0.036
1	12	.5	5.7	0.039
1	13	.5	6.1	0.042
1	14	.5	6.6	0.045
1	15	.5	7.1	0.048
1	16	.5	7.5	0.06
1	17	.5	8.0	0.086
1	18	.5	8.5	0.087
2	20	.9	9.4	0.088
1	21	.5	9.9	0.11
1	22	.5	10.4	0.112
1	23	.5	10.8	0.116
2	25	.9	11.8	0.116
1	26	.5	12.3	0.117
1	27	.5	12.7	0.121
1	28	.5	13.2	0.127
1	29	.5	13.7	0.132
1	30	.5	14.2	0.136
1	31	.5	14.6	0.138
1	32	.5	15.1	0.145
1	33	.5	15.6	0.154
1	34	.5	16.0	0.163
1	35	.5	16.5	0.178
1	36	.5	17.0	0.183
1	37	.5	17.5	0.186
1	38	.5	17.9	0.2
1	39	.5	18.4	0.206
1	40	.5	18.9	0.212
1	41	.5	19.3	0.213
1	42	.5	19.8	0.224
1	43	.5	20.3	0.224
1	44	.5	20.8	0.226
1	45	.5	21.2	0.231
1	46	.5	21.7	0.232
1	47	.5	22.2	0.238
1	48	.5	22.6	0.24
1	49	.5	23.1	0.246
1	50	.5	23.6	0.252
1	51	.5	24.1	0.253
2	53	.9	25.0	0.264
1	54	.5	25.5	0.273
1	55	.5	25.9	0.276
1	56	.5	26.4	0.288
1	57	.5	26.9	0.293

1	58	.5	27.4	0.303
1	59	.5	27.8	0.319
1	60	.5	28.3	0.32
2	62	.9	29.2	0.322
1	63	.5	29.7	0.348
1	64	.5	30.2	0.361
1	65	.5	30.7	0.363
1	66	.5	31.1	0.366
1	67	.5	31.6	0.368
1	68	.5	32.1	0.376
1	69	.5	32.5	0.384
1	70	.5	33.0	0.385
1	71	.5	33.5	0.386
1	72	.5	34.0	0.387
1	73	.5	34.4	0.392
2	75	.9	35.4	0.4
1	76	.5	35.8	0.403
2	78	.9	36.8	0.41
1	79	.5	37.3	0.415
1	80	.5	37.7	0.416
1	81	.5	38.2	0.418
1	82	.5	38.7	0.447
2	84	.9	39.6	0.451
1	85	.5	40.1	0.462
1	86	.5	40.6	0.467
1	87	.5	41.0	0.483
1	88	.5	41.5	0.507
1	89	.5	42.0	0.531
1	90	.5	42.5	0.554
1	91	.5	42.9	0.555
1	92	.5	43.4	0.559
1	93	.5	43.9	0.56
1	94	.5	44.3	0.57
1	95	.5	44.8	0.581
2	97	.9	45.8	0.607
1	98	.5	46.2	0.617
1	99	.5	46.7	0.622
1	100	.5	47.2	0.633
1	101	.5	47.6	0.678
1	102	.5	48.1	0.681
1	103	.5	48.6	0.692
1	104	.5	49.1	0.699
1	105	.5	49.5	0.7
1	106	.5	50.0	0.706
1	107	.5	50.5	0.708
1	108	.5	50.9	0.722
1	109	.5	51.4	0.727
1	110	.5	51.9	0.73
1	111	.5	52.4	0.734
1	112	.5	52.8	0.735
1	113	.5	53.3	0.736
1	114	.5	53.8	0.739
1	115	.5	54.2	0.741
1	116	.5	54.7	0.741
1	117	.5	55.2	0.75
1	118	.5	55.7	0.752

1	119	.5	56.1	0.753
1	120	.5	56.6	0.755
1	121	.5	57.1	0.758
1	122	.5	57.5	0.76
1	123	.5	58.0	0.764
1	124	.5	58.5	0.784
1	125	.5	59.0	0.796
1	126	.5	59.4	0.801
1	127	.5	59.9	0.811
1	128	.5	60.4	0.816
1	129	.5	60.8	0.829
1	130	.5	61.3	0.832
1	131	.5	61.8	0.846
1	132	.5	62.3	0.853
1	133	.5	62.7	0.856
1	134	.5	63.2	0.858
1	135	.5	63.7	0.86
1	136	.5	64.2	0.867
1	137	.5	64.6	0.875
1	138	.5	65.1	0.876
1	139	.5	65.6	0.897
1	140	.5	66.0	0.902
1	141	.5	66.5	0.905
1	142	.5	67.0	0.918
1	143	.5	67.5	0.92
1	144	.5	67.9	0.923
1	145	.5	68.4	0.924
1	146	.5	68.9	0.933
3	149	1.4	70.3	0.94
1	150	.5	70.8	0.947
1	151	.5	71.2	0.95
1	152	.5	71.7	0.951
2	154	.9	72.6	0.952
1	155	.5	73.1	0.954
1	156	.5	73.6	0.96
1	157	.5	74.1	0.961
1	158	.5	74.5	0.962
1	159	.5	75.0	0.968
1	160	.5	75.5	0.97
1	161	.5	75.9	0.973
2	163	.9	76.9	0.974
1	164	.5	77.4	0.981
1	165	.5	77.8	0.994
1	166	.5	78.3	0.998
3	169	1.4	79.7	0.999
1	170	.5	80.2	1
1	171	.5	80.7	1.004
2	173	.9	81.6	1.01
1	174	.5	82.1	1.013
1	175	.5	82.5	1.019
2	177	.9	83.5	1.02
1	178	.5	84.0	1.025
2	180	.9	84.9	1.031
1	181	.5	85.4	1.037
1	182	.5	85.8	1.047
1	183	.5	86.3	1.057

. . . .note; some respondents included time on jobs which began before and continued through ONOW. In some cases their job descriptions may have changed after training.

2	185	.9	87.3	1.062
1	186	.5	87.7	1.08
1	187	.5	88.2	1.089
1	188	.5	88.7	1.093
1	189	.5	89.2	1.123
1	190	.5	89.6	1.154
1	191	.5	90.1	1.231
1	192	.5	90.6	1.235
1	193	.5	91.0	1.236
1	194	.5	91.5	1.25
1	195	.5	92.0	1.267
1	196	.5	92.5	1.309
1	197	.5	92.9	1.527
1	198	.5	93.4	1.564
1	199	.5	93.9	1.609
1	200	.5	94.3	1.698
1	201	.5	94.8	1.725
1	202	.5	95.3	1.777
1	203	.5	95.8	1.782
1	204	.5	96.2	2.167
1	205	.5	96.7	2.346
1	206	.5	97.2	2.51
1	207	.5	97.6	2.642
1	208	.5	98.1	2.778
1	209	.5	98.6	3.294
1	210	.5	99.1	4.015
1	211	.5	99.5	4.831
1	212	.5	100.0	5.207

APPENDIX D: QUESTION 7

QUESTION #7: "Was your training (ONOW or OTHER or BOTH) related to your current position? If NO, please tell me why you think the training session is not related."

Actual quotes from respondents include:

4/4	257. / 500.	Had job before ONOW.
2	2.	Because had experience in that field before ONOW.
1	65.	Because my tools are knives not hammers.
6	5.	ONOW was basic intro to different jobs.
7	6.	Found out in training (I) didn't like upholstery work.
5	9.	No jobs available.
2	11.	Part-time jobs while in school.
3	17.	Not applicable.
3	66.	Was concentrating on police work in ONOW.
2	207.	Because we didn't do a whole lot; teacher didn't give us info.
1	247.	ONOW was a program for confidence, knowledge for higher paying jobs in nontraditional.
6	269.	Math part kind of helped a little, but there's not a whole lot to working in a gas station.
5	302.	Wanted an office job, couldn't get one.
1	406.	This job does not require machine trades, only graphics.
1	138.	Traditional job is the only job I could find.
1	486.	Well that was for construction work or something like that.
1	501.	Right now entering data off card, only using the typing part.
1	516.	That was for skilled-nontraditional; my current job is unskilled.
6	561.	I am in a position that's just a job, not what I want.
1	624.	I wanted to get out of the office; but did not pursue it (apprenticeship) due to my age.
1	659.	ONOW's about women taking men's jobs; I am doing a women's job.

1	690.	Not doing nothing I learned in there.
3	691.	(Working in a) Bar doesn't relate to ONOW.
1	97.	I sell clothes now.
1	105.	Because we weren't trained to take care of people.
2	314.	Because I had done it before.
2	188.	Not at all, because (I) already knew how to do this.
4	170.	Same job as when I went in.
1	194.	It was just like more nontraditional.
2	255.	Worked in factories all my life, although ONOW got me the job, Owens' did all the training.
2	251.	Already knew the information.
4	410.	Had the job before ONOW, then was laid off.
1	195.	ONOW was more to get into men's fields, this wasn't.
1/1	390. / 385.	Not nontraditional.
3	415.	My training was more on jobs that women don't do.
1	698.	This is just food service, (ONOW) didn't relate to this.
2	695.	Was trained before ONOW to do this.
1	426.	More into nontraditional field where men work.
1/1	617. / 449.	ONOW is nontraditional, this is traditional.
5	465.	(This is the) only job I could find.
2	469.	Done restaurant work for years.
1	519.	(I work in) a pie factory, nothing to do with it.
1	541.	(I am) doing kitchen and laundry.
3	654.	(It) doesn't have anything to do with ONOW.
3	726.	Didn't touch on anything, wasn't specific enough.
2	750.	Had worked at Westinghouse and was trained before.
3	753.	Because I am teaching math related courses.
2	769.	I (had) done it before.
4	770.	Already had job (when taking ONOW).

2/1	783.	Was working there before I started ONOW. It is not traditional.
2	806.	Already had license. ONOW helped me get a job with resume.
1	814.	Because it is traditional.
2	820.	Cause had the license.
1	834.	Not related to a trade.
6	839.	Wanted to go into construction, but could not go into it due to health.
1	841.	Because it is nursing.
2	848.	Because I was hired for beginning level jobs and moved up.
1	858.	Secretarial work, traditional work.
1	872.	Training was not for nontraditional.
4	877.	Already trained for it, had done it before, the intent of ONOW was for new and different fields for women.
1	880.	Traditional vs. nontraditional.
1	883.	ONOW is educating women about nontraditional jobs and that is not what I am doing.
4.	888.	Because I had done (it) before.
4	902.	Already doing it.
1	909.	Nontraditional occupations, what I am doing is in retail/sales.
3	919.	Totally different career thing.

Appendix E

19.) What training session in ONOW stands out in your mind as most helpful to you? Why?

Category	Detail	Frequency	% of Total
Academic Portion of Class		60	
	Math	31	51.6%
	Blueprint reading/CAD	12	20.0%
	Testing / mechanicals	9	15.0%
	General academic	4	6.6%
	Other Responses (simple comment)	2	3.3%
	Journals	1	1.6%
	Computer	1	1.6%
Hands On Learning		73	
	Tools	17	23.3%
	Hands-on	16	21.9%
	Carpentry	13	17.8%
	Items that were made in class	11	15.1%
	Auto class	5	6.8%
	Electricity/Electronics	4	5.5%
	Computers	3	4.1%
	Machine Shop	3	4.1%
	Welding	1	1.4%
Physical Fitness		27	
	Physical fitness general	27	100.0%
Instructor		36	
	Instructor general	36	100.0%
Class Members / Teamwork		29	
	Classroom / sharing / support	16	55.2%
	Teamwork	7	24.1%
	Friendships	6	20.7%

Category	Detail	Frequency	% of Total
Job Readiness		38	
	Interview	16	42.1%
	Resumes	12	31.6%
	Job search	10	26.3%
Self-Esteem		47	
	Self-esteem general	47	100%
Opportunities		32	
	Information	16	50.0%
	Field trips	9	28.1%
	Local employment	4	12.5%
	Speakers (job related)	3	9.4%
Assertiveness		14	
	Assertiveness training	14	100.0%
Other		29	
	All of it	7	24.1%
	Sexual harassment	4	13.8%
	Speakers	4	13.8%
	Diverse background	4	13.8%
	Do not know	2	7.0%
	Public speaking	2	7.0%
	First Aid / CPR	2	7.0%
	History of women	1	3.4%
	Homosexuality	1	3.4%
	Rosie the Riveter	1	3.4%
	Ropes course	1	3.4%

19. WHAT TRAINING SESSION IN ONOW STANDS OUT IN YOUR MIND AS THE MOST HELPFUL TO YOU? WHY?

NOTE: Names of instructors have been replaced by dashes (---) to protect the confidentiality of those interviewed.

Coding	*Survey#*	*Quotations*
6	189.	The resumes—because it brushed me up on writing resumes—how to put it in different areas.
1/10	354.	That's hard—everything helped—ropes was very helpful—got me over my fear of heights and made me realize I could do anything. DAT Testing for mechanical reasoning prepared me for job and helped get me the job I have now.
1	353.	The blueprint reading—use it currently on the job everyday.
3/7/6	350.	The work(out)at the YMCA—self-esteem. Getting resume together, teaching persistence to get the job.
2	345.	Working on the cars—it made me feel more independent. I have confidence to work on it if necessary.
6/6	344.	Getting "job readiness"—research on the job we wanted instead of just filling out an application. I understood more. Like how to conduct myself in an interview.
9	343.	Everything was very important to me. All of it plus assertiveness helped me go on.
2	342.	Hands-on training in different labs at high school. I got to experience what it was like instead of reading in a book.
1	338.	There was a lot of it. I would say the tests that you take to get into P.E.T.. I would have never passed them without ONOW.
6	309.	Resume part—where they helped us do one. I wasn't sure how to do one, I liked the way they set it up.
3/2/8	305.	The fitness part because I was out of shape and didn't realize it until I got into aerobics. (I) liked the woodshop project/hands-on/going on trips and working with tools.
2	303.	Learning how to work on my car. It saved me a lot of money and helped me be more independent.
8	302.	Taught me a lot of things I had never thought about like women can do jobs like Rockwell and Owens. Made me realize more things are out there.

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2	300.	We made a tool box. I couldn't believe I could make something like that, learning the tool names.
4	255.	I knew what I was going to do—wanted to see what was out there. The teacher, —— was OK (she) should have paid more attention to the students. She favored people in the class. (Needed to be) equal with all students.
4	252.	The classroom. The teacher, ——, basically did it for me. She taught us all those things, the curriculum and her techniques were very helpful, down to the books, journals.
7	246.	Self-esteem class—brought out a lot of things that I didn't know about.
5/6	215.	The company that you get. You were on your own. Really encouraged you. They are there, they gave us job skills, interview, confidence, you can do it. I hadn't gotten that before.
2	211.	Involvement. Hands-on, the equipment, the wooden items—got you pumped up. You wanted challenge.
8	205.	Enjoyed the info on Unions and where you start. Was interested in operating engineers and wasn't able to follow through.
4	200.	The instructor, ——, saw something in me that encouraged me.
4	396.	My instructor, ——, we got close. She was very helpful, she will discover a way to help you even with personal problems. You can confide in her, trust her, —— is great.
6/7	400.	All of it. Learning how to get a job the right way. Self-esteem, it showed me how to better myself.
7	406.	A lot of things. (YOU) can do something when you put your mind to do no matter who you are or who you had been. For 19 years, I had heard from my dad, "you are shit and you won't amount to shit" (ONOW) helped me. —— told me my dad was wrong. Set your mind, give it a little time.
5	416.	All of it. Well, the discussion/conversations in class. The teamwork.
6	420.	(They) help you with your resume. That is the only thing that stands out in my mind.
7	426.	Self-esteem. They made you feel like you could do whatever you set your mind to.
9	460.	Assertiveness. Because then when I got out on the job, I wasn't pushed by men. When I went in, as a meek and mild housewife, I got out (of ONOW) ready for the challenge.

4	519.	My instructor, —, she was there for everything, gave me my self esteem. She did her job well, it made it easier.
4	510.	— made the class. Exceptional person, had all the qualities to challenge people and motivate them to do things with their lives.
4/2	538.	The teacher, —, the way she went about with different individuals, one on one. The hands-on tool training was great. I had never considered or done anything like that.
4	541.	The instructor, —, her person, she explains things, she has been there. She knows how to get in our minds.
7	551.	Learning self-respect. She (—) taught you how to look into yourself, build your self-esteem, not worrying about what another person thinks about you.
4	554.	Encouragement — gave everyone, she instilled in everyone, you can do it.
5	492.	The talking session. The class can sit and talk about the individual's experiences, the sharing helped my self-esteem.
8	555.	Avenue to what is out there for women. ONOW got me my job. I would not be working if not for ONOW.
7	585.	Gave me more self-esteem. Post partum depression when I started, (was) dependent on my husband's income.
6	593.	The interviewing, you become aware of things you don't know you do, you see it on video. I blew it.
8	596.	It's been so long.... getting out there and seeing what they had to offer. I felt I had a chance. I was really interested in heavy operator equipment.
8	616.	The different people coming in. Overall general information for women, (if you) want to pursue, you know the options.
1	617.	Refresher course, on math, helped me on testing for jobs.
7/6/6	620.	Just lost my husband. Learned how to stand on my own two feet. If something breaks down, I fix it. I am a woman by myself. The ONOW program helped me in my life. Hunting a job, how to handle the interview, it was helpful, made me prepared.
2/2	621.	Hands-on opportunity with tools and computers, that is what I was interested in.
7	623.	My situation is not like others. I wanted to improve, I could go and it pushed me to get together. I cried the whole way (to school) it was part therapy, I could finally get out. Had a high interest, I wanted to be there.

7/5	624.	—, she did help us with more self-esteem. Her caring, the info she gave us, (I) really liked the whole class. I was down in the dumps because I was laid off. Group therapy kind of thing—we all needed to survive.
2	626.	Liked the whole course. Carpentry, had never built anything, (I) still have my bench.
5/2	629.	Met people. — was good with me and the other person, we were a real pain in the butt. Carpentry, made a bench.
8	631.	All different experiences, knowing I could do these things, I used to think my husband was so intelligent, he just had me fooled. I laid the block in our basement after class.
8	654.	Learning about nontraditional. Gave me insight into other opportunities.
10	657.	I liked it pretty well. Rosie the Riveter made an impression on (me).
7	661.	Gave me self-esteem—confidence in myself, not so intimidated by people and the world now.
4	662.	Really a learning experience, I wish I could just do something with it. The enthusiasm of —, she was so up and made me want to do things, very uplifting.
7	669.	Gosh, I don't know .... if nothing else, if you don't learn something you want to do, it helps eliminate the others. Self-esteem is important—it shows you can do anything.
8	690.	More on how to talk and acquire a nontraditional job. Sometimes when women go into these fields they are down on themselves, it helped you a bit.
3	691.	Physical fitness, I got stronger, better shape, made me feel better about myself.
7	694.	Getting my self-confidence back and being prepared for the work force.
1	695.	Math, I was very bad at it, and — was very good as a teacher.
7	696.	Self-esteem. I wasn't happy with myself or my job. I knew I wanted nontraditional, this class helped me get there.
7/4	697.	Basically the self-esteem. — was a good teacher, a good buddy of mine, she got us going.
5/8	698.	Meeting of other people. Becoming aware of jobs in town, helped me learn Cincinnati, I was new in town.
1	600.	The practice test taking, it brushed up math skills.

4/5	355.	Encouragement and support from the instructor and class. (My) family support is zero.
3	195.	Gosh, I don't know.... physical fitness was nice. It helped me with self-esteem and I enjoyed it.
3/5	204.	Physical fitness, working with the group. We had to encourage each other, very enlightening.
3/2	207.	Improved a lot with weight training. Using the tools in the class, because when I went out on the job it helped, I wasn't completely ignorant.
6	247.	Resume was helpful. Highlight your strength and let you stay positive about weaknesses. The part that gave me the confidence, YES I CAN DO THIS, everything put together.
1	257.	Math, it was an area I had never done much with.
3/5	347.	Exercise classes, definitely helped. Teamwork/interaction, (I am a) very social person, helped (me to) relate to different backgrounds and reintroduced me to society.
5/4	314.	Interaction with other women. I think you help and encourage one another. The teacher, ---, was OK, but it might have been better with someone else.
5	315.	Togetherness with group. Teamwork. It showed people how to get and work together without being used.
8	339.	Gave me a lot of info on getting things done, contacts or something. I had been out of work force for a long time and didn't know how to do that.
1	307.	Math, because I needed it. It helped me refresh my mind (on) fractions and decimals.
10	308.	Don't really know. Nothing.
4	349.	It was great. Faith and trust in instructor gone, it left when the instructor went to Communicolor and we were left with a new teacher, ---.
8	190.	ONOW on application, helped (me) get the job.
6	194.	Going over how to do resumes. I had no idea how to do them before.
1	197.	Testing, getting over the fear of the tests. Math helped me prepare for the tests.
8	199.	The introduction to various job skills. It kind of introduced you to something new. The options were given to you were good.

1	201.	Math, because it taught you how to measure, like working with wood, remodeling at home.
1/3	213.	Two areas that have helped me with work, math refresher, I use it, and Northtowne Aerobics, really a big plus and helped me at work with lifting.
3	251.	I am not sure. The physical fitness, it gave me the opportunity to do it.
1	245.	The academic side. It was helpful because it is important in any job and your everyday life.
1	262.	Probably refreshing memory on math/English, the testing skills. When I was in school, math was my worse subject. ONOW taught me basic math.
3/5	260.	Being around the people. I was very shy and it was so scary to do the reports but I did it and it really helped. Getting together with the other girls.
3/1	259.	Journals, it gave me self-confidence in succeeding in the things I want to do. Physical fitness, it helped me get in shape, when you feel good about (yourself) you succeed more.
8	269.	Opportunities it gave you to meet the businesses in nontraditional. It gave you advantages to know there were opportunities for women if they choose to go into (them).
7/1	271.	The self-esteem and the getting back to academics. Not much available in terms of jobs, interested in getting back in the flow of things.
6	266.	Getting resume ready. Unless you have done that or had a lot of knowledge you need some instruction.
5	188.	Being with so many other women in my position, single, raising kids. Have to hire women due to government standards now, it made me realize what was out there.
6	491.	Where they taught you how to go to an interview. Before I just went in and done the best job I could. I learned how to do it better.
3	455.	Physical fitness, I like exercise.
4	502.	---, the way she talks to you, it's nice ... she knew how you felt, what you were going through, she's been through it all.
2/8	465.	Hands-on working, go different places and see stuff. You see what is going on and helps you decide what to do.

4/2	466.	I honestly could not give .... — was down to earth, she had a concern and care. Loved her to death, the program was nice and we got to do things. Woodworking class, we made a toolbox. I felt so cool...."hey look what I made", because the instructor taught us it was very helpful. — made the program.
9	540.	Learning how to be more assertive, it changed my outlook. I had problems with aggressive people. I can take things on and deal with (now).
4/7	549.	—, her encouragement and enthusiasm. She follows through, she does what she says she will. Self-esteem, a real boost, (it was) a hard time in my life.
2	550.	The contact training, when we went to D. Russell Lee, helped me decide what to do, nontraditional wasn't for me.
10	557.	The way a bunch of women understand that men play games with women, they are very hard on us.
5/3	562.	I don't know, I enjoyed the classroom experience, it was fun that was the best part. I liked working out too.
5	385.	Loved ONOW, the training didn't really (do it) the best part was the support of everyone in class, the emotional side. All of us were in bad shape, it gave me a boost, hard adjustment to go from $17/hour, I was laid off, to $4/hour.
6	390.	Job seeking skills, I learned how to interview and things like that.
1	395.	The studying part, spelling, English, math. I understood it better than in school.
9/6/4	397.	Assertiveness, interviewing, job readiness. Not being in the situation before, she brings up questions and show you how to react. — is great, shows us how to be positive.
1	401.	Blueprint reading, in my three years, I used that a lot, it came in handy.
6/3	409.	Probably the interviewing, the physical side of it. Encouragement to lose additional weight.
7	414.	Self-esteem, you need that, you need to be able to know you can have it.
7	444.	— giving you self-esteem, you are just as good as someone else, anyone can do what they put their mind to.
10	449.	Many, enjoyed it all.
7	453.	The confidence I got, (I now) come right out and say what I want. Got a lot of self-confidence, before I couldn't do interviews, I would be so scared.

2	1.	Learning more about tools and using them. I hadn't had a chance to use tools before, hadn't been able to do (that) before.
2	2.	When we built something out of wood, using the tools. I always wanted to learn how to do that but never had anyone to ask. (I) like to make things.
8/2	4.	Liked that (we) saw people on the job, showed us about safety. Took individual time to help people who didn't understand studies. Liked to build something, tables, knew I could do it myself.
11/2	5.	The math, for seeking employment. Very important for nontraditional. Taught how to recognize tools, how to handle them.
2/8	6.	Made a tool kit that is also a stool and stepladder in ONOW. It was a big accomplishment, also liked going to different places and seeing different factories.
2	9.	Carpentry, because we made something.
1	10.	Shop math, math is a little different—(it) prepared me for what I am doing now.
1	11.	Math, because it had kept me out of college before, once I took ONOW, I had tested high enough for an algebra class at Columbus State.
2/3	16.	Hands-on with tools and people talking about different occupations. Physical fitness very beneficial—got (me) in shape.
2	17.	Power tool training. It was "introductory"—women don't have the same opportunities as boys, don't be afraid, (we) had a test, it was great.
8	23.	Creating an awareness that there are other types of work out there. The background of why we haven't been empowered.
10	48.	Never been around homosexuality. (The class) enlightened me on homophobics, never been aware of the feelings.
7/9	51.	Self-esteem and assertiveness, that is where I was lacking, I wasn't motivated, it proved you can do anything you put your mind to.
6/7	52.	Overall job readiness, self-esteem issues coming from a be-at-home-mom-with kids gave me the OK to go out and do something.
8	56.	Going and looking at different trades and schools gave me an idea of what I wanted to do and what I didn't want to do.
4	58.	— talking about herself, she can overcome, so can you.
2/2	59.	Hands-on, made a workbench. It helped me out in current job, using hand tools.

1	62.	The educational part, the math the most. I had been out of school for about 20 years and it prepared me. Flew through algebra at Columbus State because of ONOW.
2	63.	The building of the bench, it showed me women could run power tools, you can do it.
2	64.	Working with power tools. I think it helped women who aren't trained. They think they are intimidating, (it was) a safe atmosphere to learn how to do it.
2	65.	Hands-on work experience. Got to utilize what I learned in class, did different projects using skills everyday.
1/6	66.	Math part. Helped me out with math. Interviews were good, got me ready.
2/10	67.	I learned the most (from) hands-on work with the tools, (and) women's studies portion, student from Capital University was excellent.
9	71.	When we had the assertiveness part, a lady came in and we stood in a circle. (It was) helpful because of my past with self-esteem.
7	97.	Its the sense of knowing that I have the ability to face the work field. It made me feel more that I had the ability, desire, (and) incentive to work.
7	98.	The part where you talked about self-esteem. People ran over me until I took the class, I felt empowered.
2	99.	Hands-on, because I like working with my hands and we did that a lot in class.
4/10	100.	Don't really have one thing, I looked forward to going. --- gave me a chance to explore different things.
3	101.	Physical fitness. I'd been unemployed for so long, I was stationary, (I) feel(in) better shape, know my body better.
2	103.	Hands-on tools. It was something (I) was unfamiliar with.
3/1/7	105.	Probably the physical fitness and self-esteem. Areas where I was lacking the most in self-concept.
3	108.	Physical fitness, (I) was so out of shape at the beginning.
9	109.	Assertiveness, taught me not to back down.
10	110.	Probably when we had to give a report. Had to do public speaking because I hate to do this.

4	112.	— is a hell of a woman. Great instructor, (with my) relationship with —, she helped me realize the avenues that are open to you. If she believes in you, gives you a great feeling. Passes on her own past.
1	113.	Math part because everyone needs improvement and I was behind. Remedial stuff.
1	137.	Math, because if you don't keep current on math you lose it. I always feared math and this helped me. I avoided college because I feared math.
3	138.	Exercise program. It got me motivated to do something.
8	142.	Going around and seeing the different jobs available, helps to decide what to go into.
2	144.	I loved everything. I can't pinpoint anything, especially the carpentry part, because we got to cut our own wood and measure. I had never done anything like that before. I realized I can do anything.
1	149.	Math, because I couldn't do it. (I) improved extremely (well) in this area.
7	150.	Self-esteem to let you know you can do it. You don't just have to sit at home.
14	155.	Math, because I didn't realize how much I had lost.
4	159.	The teacher, —, is all about the program – she went out of her way to help me.
3	161.	The fitness part, (as) an incest survivor (it) helped me get in touch with my body.
9/1/6/7	164.	I don't know... assertiveness, readiness with math, job interviewing .. my self-esteem was low. Gave me the confidence to do it.
7	165.	I didn't feel very empowered (before), working with my body, tools, with my hands – it empowered me as a person. Allowed me to taking further steps .... turning point in my life.
1	170.	The math because I didn't think I could do it, but I could.
4	387.	— was the most helpful. She leaves you with a thing that makes you want to try. She is a great person.
10	415.	Guess the part where they taught about the harassment. I didn't know how to handle those situations and they give helpful hints on how to handle.
4/3	452.	Well, I liked the teacher, —, she would get the point across (and) explain more. I liked the fitness part, I liked being in school, having been in a halfway house for drugs it helped me.

6/6/6	456.	Job searching skill, the interview, the resume—something that you needed improvements (on). (ONOW) helped (with the) mechanical reasoning tests. (On the) resume, helped us format, printed on bond paper.
8/3	486.	Knowing the different stuff. Working out, get motivated. (I) liked —.
8	509.	I loved it, kind of like me in inside, the nontraditional work is me. (It) opened up all the job choices, I am a mom, can't work 12 hours day, can't be the dad and mom.
6/2	589.	The communication part helps you understand what was going on, helps you find a job. Liked making bench, it helped you out to make other things.
4/5	588.	Oh boy, a hard one. The skill we learned, it was also —, (she) was real uppity all the time. Closeness, no conflicts in class, everyone helped everyone out. I think everyone wanted something different. Everyone was made to feel comfortable and real equal.
7	351.	(It) all stands out, stand on your own two feet. The whole thing, it taught me things I didn't know. I can do something if I set my mind to it.
4/10	301.	—, the teacher, had the greatest influence for me, concern for students regardless of cutup, didn't care what your problem was, would deal with you. Sexual harassment was helpful with Owen's job.
1	304.	Where they teach you how to pass the mechanical tests, because before I never understood the answers.
8	469.	Taking ONOW, to have it on a resume, people think girls only take sissy classes and never hire you. ONOW helped me and the way people looked at me.
2/8	500.	Something I had never done, working with men's tools, looking at men's jobs, machine shops, going inside because it gives you a different outlook. I can do this! The main thing was stepping inside the factory.
2	501.	When she took us out to D. Russel Lee to get hands-on. Learned things we had never seen, did things, been places we have never (been).
6	516.	Job interviewing, — was good about that.
9	508.	I guess the way — told us how to go up to someone to get a job. I did it and it worked.
3/7/6	511.	Self-esteem, physical fitness, career search, (the) opportunity and time in class to do those things.
2	534.	The experience in the labs at D. Russel Lee, gives you a taste of what you like and don't like.

5/4	537.	Togetherness brought to people, class was on all a dead-end street. It brought the class together, got along well. Family oriented thing. — did an outstanding job, I like her real well.
7/10	536.	I guess it would be either self-esteem or sexual harassment—they kind of go together—I had not realized in my past work a lot of the things were harassment, I would have handled them differently now than (I did). Men can make you feel small, so self-esteem has helped.
4/6	579.	The classes, — worked with us everyday, set the schedule, work at your goals each day on your (own) speed. Try it and go on. (The) videotape of our presentation helped me a lot, made me stop and think, helped me in sales.
9	591.	Assertiveness, she really helped us on how to look out for ourselves. Don't depend on anything or anyone.
4/2	594.	Having such a good instructor. Being able to work with nontraditional things like cabinet making and electronics.
2/1/10	597.	The job at Columbus Public school so the person asked a lot of questions. I liked the tools, I loved the tests, I had never done anything like that.
5	625.	The fact we could speak out and be (our)selves, deep feelings helped me make my decisions easier. What I needed to sort.
7/6/6	655.	Gave me strength and information to get through difficult times. It helped to get encouragement. Job readiness for me, the activities, and hands-on were important (and) resume writing and how to look for a job.
4	656.	One-on-one, teacher to student. Because — was in tune on what was going on in your life and was very helpful.
5	659.	The communicating part, can't be in a group of women, you learn about different things, different people.
1/3	705.	Math, I was totally terrible in math, it applies to everything, (in) landscape and waitressing, it helps me everyday. Physical fitness, I work out anyway, got me in a routine, helped me in landscaping.
4	668.	The teacher, —, was very helpful. Gave me information, a lot of patience, the best part of it.
6	665.	The job resumes, because I didn't know how to make me right, it helped me and it got me in this program.
4/5	410.	I don't know, it has been so long—— helped me with math. Made lifelong friends.

1/7	719.	Blueprint reading because I do landscape plans, I can look at anything and read them. Self-esteem was also good, we all bonded well.
7	723.	Getting the self-confidence. Talking in front of others. I am not very outgoing to begin with. (We) could bring things out in front of (the) group.
1	724.	Blueprint reading (is) where I learned the most.
3	726.	The fitness... well cause physically (it made) you feel better.
1/2	729.	The math. The mantra (that) math is easy, math is fun. Nice to know I could do algebra if I (was) exposed to it. The making of the stool. I always thought it'd be fun to work with power tools, but I was afraid. I could do it all! (A) very self-satisfying thing.
6	732.	The resume and the finding a job. Because in twenty years things had really changed. (I) was a displaced worker, (the) company closed down.
2	734.	I enjoyed the electrical area and tinkering made me not so afraid of electricity. Being able to wire a light bulb was good.
2	735.	Learned how to make a wooden bench. I was afraid of saws and I like my bench.
5/8	737.	Just being in a group with other women and finding out what jobs are there for women and not men. The speakers.
1	742.	Math, because it's been a long time since I have been in school. I relearned a lot of things.
1/2	743.	The intro to welding, machinery, blueprint reading. Hands-on experience made hammers very simple it was important to me.
2	745.	Had always been a power tool user. So anything that had to do with the power tools, it was so nice to see others use them.
2	746.	Really liked the carpentry. I still use a lot of it around my house. I was afraid.
2	748.	Welding, because I like it. Very interested, (I) had never done it. Thought I couldn't do it, but I was pretty good at it.
2	750.	Woodworking, (I) know (I) want to pursue it in a few years.
2	751.	Carpentry, they had us make a bench from a blueprint and I was able to do it. That helped me knowing I could do it.
10	752.	First aid and CPR. I have little kids around me all the time and it was helpful to know.

2	753.	Woodworking aspect, because we made a bench that I have my printer on it and it works perfectly. We made a hammer.
2/1	755.	The lathe machine because that is what I do now, machine shop trade. Blueprint reading was also good.
1	768.	Basically the blueprint reading because I had done blueprints before but I never understood them. I did the second time around.
2	769.	Woodshop, because I have had to help my Mom put things together in this house.
1	770.	Math, I was always very afraid of math. When I had the math in ONOW and the teacher helped us out a lot. I wasn't afraid to ask questions. I took my GED and passed it.
10	771.	The CPR was good. I felt I would be of service to others knowing (it).
6/9	772.	Helpfulness in looking for a job. Assertiveness helped, on how to interview. Helped me to answer questions.
2	773.	Construction, I liked doing things with my hands. I am buying my own house, a century home, and able to do a lot of work.
5/10	776.	Structure in the class itself. To read in front of people and stand in front of people to present, raised my self-esteem.
2/1	778.	Oh boy, there were a number of them... well the vocabulary, math workbook assignments, famous women, carpentry, we actually made something, it is incredible.
10	780.	The fact that they give you a diverse background to choose something new, to make a decision.
2	781.	That is kind of hard for me to say. Construction, that is where i chose to get training.
2/1/2	782.	Computers. The lady did an outstanding job. The math teacher was very talented in the class participation. We tried to cover too much. The car thing was excellent for women.
2	783.	Electronics class. Something I was interested in. Having nothing like that before, I liked that a lot.
1	784.	Math, because I was so bad at it. (It) help me relearn what I needed.
10	802.	Wide variety of different areas. It allowed me to explore my abilities on what I like and what I am good at.

10/2	804.	All of it, because I learned a lot of stuff that... like electricity, because it showed you things to do yourself.
10	805.	Honestly, can't think of any.
2	806.	Woodshop, I was impressed with all the power tools.
1/2	807.	So basically rounded, the math and computers. Gave me lots of confidence because I did well in them.
9/7	810.	The assertiveness and the self-esteem because it was reassurance for yourself.
7/5	814.	Self-esteem, got me through an awkward period, quitting my job to take a risk to explore nontraditional options. Ease transition to a new direction. Friendships have been made.
10	818.	Different opportunities of jobs. So you would get training to get jobs.
2	819.	Going into the different labs. It helped me really decide what to get into.
7	820.	How to take control of yourself. How to get to know yourself better. To prevent problems of self-doubt and not do something.
2	821.	Construction, something I have always liked. We made a bench, I got to do something I have never done, play with power tools.
10	830.	Oh my, that is a tough question. Talking about the history of women in general and how we have been downtrodden and how some were successful, it told me to persevere more.
2	834.	Automotive, cause I can work on my car. Didn't learn much though, (we needed) to touch more, wasn't in depth enough, wanted more.
10	839.	Gave me an awareness that nontraditional jobs were out there, I did not realize that.
1/2	840.	The CAD, that was what I was interested in, got an idea to get into the program. Auto tech, taught about our cars, taught us about air filters.
1	841.	The preparedness for the testing for the union. You knew what to expect.
3	844.	Exercise, because it made me more physically adept. Loved it.
8/4	845.	A dual thing, I could not be a good candidate for a nontraditional job, (it is) higher pay but (I would not be) comfortable in the job. —— was a good teacher.
1	848.	Blueprint reading, in the trade I went into we used blueprints to make tools from steel.

2	850.	Machining lab, it helped. I should of gotten in class, really wanted to go into machining. Training helped score really high on the National Test.
5/7	856.	The sessions that helped build my self-confidence, the teacher and the students' discussions on what would you do, gave me self-esteem, I can go into a place where men are.
1/10	858.	The math was. I just thought it was very helpful, I was out of school for so long. I enjoyed the whole program. It is hard to pinpoint one thing.
5/8	860.	(The) classroom setting. Women got to know each other, sat next to friends, the teacher had a lot of information, hoped the best for each other.
9	863.	Assertiveness, they worked on me on that. I was shy and afraid to speak out. It helped me a lot.
1/8	864.	—— reviewed math; very good at the basic things that would help you in a job. Practical and helpful. Things you can (do).
2/10/2	865.	My favorite was the wood. We did a lot of things with wood, the tools. We had one speaker on hypnosis. I really liked that, because of an interest in children. Did go on a HUD site, laying forms in the foundation. (We put) forms and built something.
7/1	868.	The self-esteem; the stuff having you help; they had math; self-esteem increases so I could see I could do something. I could go back to school, you can do this, you can learn new things.
2	869.	Machine shop lab. I always like it. They introduced you to more than one type of machine. The person who taught was very helpful to me.
6	871.	Interviewing skills, I don't know. Brush up on going in to the one-on-one interviewing. Assertiveness also.
10/10/3	872.	Very happy with the program. (We had) good motivational speakers, different avenues, set you up with different areas. Physical fitness hand in hand with self-esteem, helped me (become) more health conscious.
2	875.	Electronics maybe. Well I found out I have an interest and its something I can do.
4/7	876.	The teacher alone how she ran her life. Smart lady, spiritual lady, taught self-esteem, at that time I was in an abusive relationship. It helped me to get out on my own, taught me how to get (my) life on the right track.
1	877.	Blueprint reading. Even though I am not using it now, it fascinated me.
1/7	880.	The math, partly because I always thought I couldn't do math. Through ONOW,

I realize I can, you can do almost anything, (with) self-esteem.

1	882.	All the different skill testing. It showed where (your) interests lie.
2	883.	Going down and working on the Habitat for Humanity. It was because we actually did something, hands-on learning, like drywall.
2/2	886.	Hmmm, hands-on in carpentry. Well it was something I wasn't aware of it, I found I could do it.
3	888.	The physical fitness, the exercise, got me in shape for a lot of jobs.
3/5	902.	Physical fitness, helped get off some of the stress. Dynamics of class made it interesting.
8	903.	Nontraditional training, helped me to get a better job.
1	907.	Computer training, because I had no experience on Macintosh.
4/7	909.	All the instructors were really helpful. Full of information and ready to help with problems and boosted you self-esteem.
10	912.	Liked everything about it. Liked all of it.
8/1	913.	Informational, blueprint reading, something I didn't know anything about.
7	914.	Probably we are women, we can stand up and do it too! Because I had been married ten years, went back into work force (office work) and hated it at the divorce. I used to do some nontraditional a little, —— taught us, you can do it and stand up for your rights.
8	917.	The day where the women from different fields talk. It was enlightening, they were all nontraditional plus workshops.
4	919.	The teacher, she was very good, patient and she really brought things out where you could understand them. Very down to earth, not strict business, she would help me with the work.
6/1/7/9	920.	Trying to think back on what we did... job readiness, all the tests, that helped me decide what to do. Assertiveness and self-esteem, if I don't have that I feel (worse) about myself.
2	922.	Really enjoyed the woodworking. I had never done it before, hey, I was getting into that and made a bench and box.
6/6/7	930.	The resume writing, well because I did do it. I put together a good resume and I believe it is a key to a good job. Just learning how to talk to someone in (the) job. Self-confidence helped me in an interview, with twelve men in suits, I mad

the cut. (Out of) 52 people this year, two were women.

7 931. The self-esteem because before I got into ONOW, I was just living through my kids. —— told me (there is) more to life than just children. Set goals first, then move on further.

1 932. Math and stuff like that. I wasn't... I left school very young, it refreshed a lot of stuff for me.

5 934. It was all about women who helped each other. It is not often you get women together that can get dirty that way (and think) we can do this.

5/5 935. Oh, it was the camaraderie between the girls and me. You think you are alone a lot and think you are the only one with problems. Going into class it was a celebration of us moving forward. That class was something else. It was one of the best things I have done.

1 936. Blueprint reading. I didn't know anything about it before.

8/10/2/2 937. Gave me a start and a direction on where to go. I wasn't happy with some of the things I have done. All of it; the carpentry, the hands-on experience.

8 938. Just the field trips. We would go to different places. It was (a) great program. The projects, seeing the results that we did something.

7 939. Being able to have the courage to apply for a nontraditional job. I can do it by putting on boots and walking to a job site.

Appendix F

20.) Is there something you can think of that would have better prepared you to find a job?

Category	Detail	Frequency	% of Total
NO		132	
	No	56	42.0%
	Not really	30	23.0%
	Can't think of anything/not right off hand	17	13.0%
	It covered everything	8	6.0%
	I don't know	6	5.0%
	Nothing	5	4.0%
	No, I don't think so	4	3.0%
	Blank	3	2.0%
	It was fine	2	1.0%
	They made everything so handy	1	1.0%
Additional Education		16	
	More education	10	62.0%
	Financial assistance needed	2	13.0%
	Stress more education in ONOW	2	13.0%
	Extend time limit for classes at D. Russel Lee Center	1	6.0%
	Course not available at school	1	6.0%
Perceived Personal or Physical Challenges		21	
	Physical size restrictions	8	38.0%
	Age limitations/restrictions	4	19.0%
	Balance family and work	2	10.0%
	Transportation	2	10.0%
	Other comments (single responses)	5	24.0%
	Childcare	1	
	Apprehensions	1	

Category	Detail	Frequency	% of Total
	Taken class but not working	1	
	Overqualified for jobs	1	
	Health	1	
Curriculum Improvement		100	
	Longer labs	6	6.0%
	Management training/assertiveness/conflict resolution	6	6.0%
	Resource Information	5	5.0%
	Math	5	5.0%
	Field trips at job site	5	5.0%
	A job at the end	5	5.0%
	Individual (one-on-one) attention	4	4.0%
	Realistic picture	4	4.0%
	Computer training	4	4.0%
	More hands on	4	4.0%
	A Resume	3	3.0%
	More blueprint reading	3	3.0%
	Interviewing	3	3.0%
	Longer class	3	3.0%
	Stress continued exercise after class	3	3.0%
	Transportation options	3	3.0%
	Testing	3	3.0%
	Follow-up	2	2.0%
	More self-esteem	2	2.0%
	Job placement	2	2.0%
	Discrimination	2	2.0%
	Math / electronics	2	2.0%
	Child care options	2	2.0%
	Time management	1	1.0%
	Auto care	1	1.0%
	Academics	1	1.0%

Category	Detail	Frequency	% of Total
	Test taking	1	1.0%
	More help for instructor	1	1.0%
	Too much competition on test taking	1	1.0%
	Efficiency	1	1.0%
	Traditional jobs	1	1.0%
	Writing skills	1	1.0%
	Work ethic	1	1.0%
	More training in construction	1	1.0%
	More public speaking	1	1.0%
	Assertiveness	1	1.0%
	International	1	1.0%
	Physical relaxation technique	1	1.0%
	Therapy	1	1.0%
	Quality	1	1.0%
	Safety	1	1.0%
	Gender differences	1	1.0%
Local Job Outlook		10	
	Jobs	4	40.0%
	Economy	3	30.0%
	Other comments (single responses)	3	30.0%
	Look longer for a job	1	
	Discrimination	1	
	Go into nontraditional	1	
Sexual Harassment		4	
	Preparation for sexual harassment on the job	4	100%
Other			
	Instructor	11	
		2	100%

20. IS THERE SOMETHING YOU CAN THINK OF THAT WOULD HAVE BETTER PREPARED YOU TO FIND A JOB?

NOTE: Names of instructors have been replaced by dashes (—) to protect the confidentiality of those interviewed.

Coding	*Survey*	*Quotations*
4	189.	Really disappointed we did not get jobs at the end.
4	354.	A little computer work—basic word processing.
5	353.	Not really, brushed up on everything—tried 14 years to get into factory and until I took ONOW, I couldn't get in.
1	350.	Not really.
4	345.	More math. A lot of paperwork is involved in current job.
3	344.	I wasn't used to working—couldn't juggle 3rd shift and two kids—being versatile for different work hours.
1	343.	No.
4	342.	More time in labs.
4	338.	Need more self-esteem personally.
4	309.	They show you different things like woodworking, but I don't use that in a factory. I use good coordination, fast, working with your hands.
1	305.	No, hit a lot of the spots I needed to hit. Showing me the opportunities on nontraditional.
1	303.	Can't think of anything.
1	302.	NO.
5	300.	A chance, I'd like to be a security guard.
1	255.	Not really. ONOW helps women who haven't been out in the world. The program is good for other women.
1	252.	Not really, it was well rounded. Some students soaked it up like a sponge but some thought it was a joke. It was up to the student to do something.
1	246.	No, did a great job on resume writing.

1	215.	Not really.
4	211.	Big bosses in the industry should have come in. Students in the class were not treated equally. (I) was not considered for Rockwell because (I) had school plans.
1	205.	Actually got you in the field. (I've) done an apprenticeship, follow through.
1	200.	No, (in) the length of ONOW, they do what they can. Nothing can compare to doing it firsthand.
1	396.	They helped me deal with all the problems. ONOW followed up even after class.
1	400.	Not that I can think of.
1	406.	Not at that time. Graphics (interest).
1	416.	Not at the moment.
4	420.	Openings for jobs and apprenticeships ongoing even after you graduate.
3	426.	My physical fitness. I couldn't lift it. (I am) 110 lbs. I need to build my upper body, may not be able to due to (my) size.
4	460.	I wish (I) had applied the same effort in school. Had no idea it was as hard as it was. I left 5:00 am, got home at 10:30 pm I wasn't ready. Have a quest speaker to tell us how it really was.
4	519.	Too much stuff crammed in a short time.
4	510.	Class itself. Job readiness, follow-up to ONOW.
4	538.	The classes (hands-on) at D. Russell Lee should be longer in hours.
1	541.	No, it covered pretty much of everything.
1	551.	No.
4	554.	More mechanical/electrical info would be more helpful. Take up on schooling.
1	492.	Not right off hand.
1	555.	The physical fitness was good. Use that a lot.
2	585.	More education for self. They did a great job. ---- did a great job on math. Resume preparation she did a good job.

4	593.	Kept initiative. Had a high for several months, but needed more follow up. (My) sickness broke the momentum. It was confusing that courses were too far away.
4	596.	I didn't pass the test, maybe help me pass the test.
1	616.	Not right off hand.
1	617.	No, I don't think so.
1	620.	Don't think of anything. Helped me get on with my life.
3	621.	(I wish I had) Got into ONOW when I was younger.
4	623.	Go out in the field, hands-on.
2	624.	Education, I should have gone on.
1	626.	Not really.
4	629.	More physical weight, keep up with fitness.
3	631.	Male world -- nothing that can be done to help. I am a small person, 105 lbs, they look at me, no way, I can do it though, can't prepare someone for that.
4	654.	Didn't help with leads - job leads.
2	657.	More, I didn't follow through.
1	661.	Not really.
1	662.	Can't think of anything, not right now.
1	669.	I couldn't think of anything.
4	690.	Should have had people help you with a job. They help you with resume and get a position. Set up a mentor or someone who can help you on a job. You should have gotten more on the job training.
4	691.	Discouraged me getting in the field. — told me (not to) wear concealing clothes because of the way I am built. I am small and pretty and would put up with sexual harassment. My fiancee is in construction, and told me about all the harassment, and I said "screw it."
1	694.	I felt the whole thing was excellent. Can't say enough good about it.
1	695.	Not sure, they covered just about everything.

1	696.	Not really. Hands on good. Instruction good.
1	697.	Nothing I can think of.
4	698.	More introduction to various child care options.
1	600.	Personally not for me, No I don't think so.
1	355.	Not really.
1	195.	No.
1	204.	Not that I can think of.
1	207.	No, not really, because you have to learn it out there.
1	247.	I don't know.
1	257.	Can't think of any.
1	347.	ONOW helped me understand more of what I was dealing with socially and economically in this area.
4	314.	Setting the law and sticking with it. More assertiveness training, more conflict resolution, how to deal with kids fighting.
4	315.	Resume, would have liked it when the class was over. ---- kept putting me off and never did it.
5	339.	Wish there was more opportunity. Problem is not the class, but the people who have jobs aren't giving them up. The class was good.
4	307.	P.E.T. went into more blueprint reading and I needed that— not sure what changes ---- has made.
1	308.	No.
4/4	349.	Math teacher was really old and wasn't very good. Dealing with unfair hiring/terminating practices.
1	190.	NO.
1	194.	No, can't think of anything.
4	197.	Tour more places. Would have been interesting, helpful in applying for jobs.
4	199.	Maybe more one-on-one counseling. If you had a problem, you could talk. Not enough time with instructor or a counselor.

1	201.	Don't know what.
4	213.	On blueprints, it doesn't seem like we spent a lot of time doing that. I wish we could have done more.
4	251.	Basically unless you are prepared to work with a lot of men, it is a lot different.
4	245.	Thing I was looking for was a program that would lead me to an apprenticeship program. We had to find something in Newark, the area. Got trained in a lot of different ways, not a lot of direction in how to get a job for individuals. Wasn't like programs I had read about, that put you to work right away.
4	262.	Think how to learn, juggle working full time and taking care of family. Adjust time, plus working. Time management.
1	260.	They covered everything only if you were ready to do what you wanted to do. You needed to find yourself.
4	259.	Guess more in schoolwork and book work.
4	269.	More in depth training in math.
3	271.	Apprehensive about that type of work.
2	266.	No, not really. Stress educational, not necessarily vocational education. Time and money wasted on multicraft maintenance. I learned a lot but not enough to get into maintenance at Owen's Corning. It is not enough to get a job.
1	188.	I don't know.
1	491.	No.
1	455.	Nothing.
2	502.	No, I wish they would have extended the time you can to Russell Lee, from two year time limit to four years. I would still take more classes.
1	465.	No.
4	466.	Work with men all the time. No, we went over sexual harassment.
1	540.	No.
4	549.	More individualized math instructor. More on one-on-one time, because everyone is at a different level.
1	550.	No, talked about everything.

3	557.	Would have been available if I been able
1	562.	I don't know.
1	385.	Don't think so.
1	390.	No not really.
4	395.	Should have hands-on computers. Every job is going on (computers). I could be getting paid.
4	397.	Defining harassment. Start as minute things, something simple, then escalates to something big, (show) the signs of beginning harassment.
1	401.	Not really.
1	409.	
2	414.	More schooling, showed you ways you can do some schooling.
4	444.	Feel there should be more cooperation between students who have cars and those who don't have cars.
1	449.	Nothing.
4	453.	----, she does a lot. (I am) Still doing exercises, stress to continue after class, need it in any job, it makes you feel better.
4	1.	More self-awareness training or self-esteem.
4	2.	Personally nothing jumps to mind. Maybe, more interviewing skills, more (on) behavior for during interview.
1	4.	No.
1	5.	Covered just about all angles.
1	6.	Not really, we did a lot.
1	9.	No.
1	10.	Nothing can think of.
4	11.	Wish ONOW had not just pushed nontraditional emphasis. Once they got the actual taste in hands-on (with) tools, if they, the students, decide not to do that, that's OK.

4	16.	Awareness of different jobs, needs to know how to "market" (me) more effectively.
1	17.	No.
4	23.	More assertiveness training—self-confidence is very important and help to get through.
1	48.	No.
4	51.	Resume writing.
1	52.	No, all the options were there. —— was ready to meet with me and help me with anything I decided.
1	56.	Not really.
1	58.	No.
2	59.	Additional schooling, ONOW is not enough, (it is) a stepping stone, you can't go out and get a (job).
4	62.	Something in English, writing skills would have helped in college.
4	63.	More practice on interviewing. More on what to say, more on what to ask, JOBS was more thorough (on this).
4	64.	Job Counseling, could be one-on-one or in classroom. More clarification on specific areas, more in depth.
5	65.	Yes, better economy.
1	66.	No.
1	67.	Found job, successful getting into apprenticeship, felt prepared for skilled trades.
5	71.	Wanted to go into operating engineers, felt discriminated against, some things even—can't help.
1	97.	Really don't know. Excellent stepping stone, only 8 weeks it cannot be complete.
3	98.	Wish I had waited to take the class when I wasn't working. Worked 11:00 pm to 8:00 am, it kept me going.
1	99.	No, everything was right there.

1	100.	No, it still boils down to the person, it helped me going through the interviews. I remembered eye contact.
4	101.	---- needs help. She has taken on a lot of responsibility, she is overwhelmed.
4	103.	Needed more hands on tool work. An opportunity to apply the skills while you are learning. ONOW is pretty general in different job areas. You need to learn the general stuff before you can be specific.
1	105.	Not really.
2	108.	Go on to more schooling (in) Columbus.
1	109.	No, I had found a job, came easily.
1	110.	No because I didn't go into nontraditional.
3	112.	Transportation is (my) biggest problem. (They) helped as much as they could on this.
4	113.	Actually wish ONOW was longer, (a) 16 week long program.
1	137.	No.
3	138.	Only 21 years old. Didn't know what I wanted to do, the program may not have been for me, (I am) trying to get a feel for what I want.
1	142.	No.
1	144.	No, the program covers so much, nothing can be added.
1	149.	I can't think of any.
3	150.	If babysitting thing had worked out, if they paid for it. That would have helped. (They were) full at the time.
1	155.	Not that I can think of.
1	159.	She covered all the job stuff.
4	161.	Big disappointment. I was a traditional employee and I wanted to see things showed to me but instead we were expected to find things out on our own. I was disappointed, not enough information.
4	164.	No, oh.... better car, you could get your car fixed, or learn how to fix your car in ONOW.

4	165.	Maybe focus on how to seek out the information you need, research, how to get a job, broad aspect. More on how to tap into resources.
4	170.	Too many women; taking tests, the competition too hard.
1	387.	Actually no.
1	415.	I can't think of any.
4	452.	Go out on a job and try it, to see if you would like (it).
4	456.	Provide a higher level math, self-directed, at a different level.
4	486.	Training, just start doing it. How to handle irate people, something like conflict resolution.
3	509.	I don't know, I don't want long hours, I am looking for something easier for me.
2	589.	Should have taken computer classes.
4	588.	More testing, tests they give you for some jobs like operating engineers. We did do some tests, so it helped.
4	351.	No right off hand, more training, specific to what people (wanted).
1	301.	No don't think so.
1	304.	Not really, gave me the confidence to do what I do.
5	469.	I've been inside factories and knew I could do factory work, no one would hire me.
4	500.	More management training, need more knowledge, things like assertiveness. Stick to the point. She sidetracked to real life situations.
1	501.	(NO)
1	516.	No.
1	508.	Nothing, I have to learn.
4	511.	Maybe informational interviewing, not just to get info, a greater job base of women in nontraditional.
2	534.	More financial assistance.
1	537.	No.

4	536.	Resource material, what steps are necessary to get info and what is next.
4	579.	Only thing is you would have hands-on experience at a job, put what you learned to use and actually do it. (Like) wire the electronics outlet rather than just classroom.
1	591.	No.
3	594.	Thought I was superperson, (we) were ready mentally in work force, could not do it physically.
1	597.	It was fine. It was my choice to go with traditional work.
3	625.	My age. I was just 60, it made me want to change and do something else.
4	655.	Kind of had to experience it first hand. I could talk to women in the class, but I feel that the union is competitive and can't show any favoritism towards any employees. I wasn't real clear on, maybe not all nontraditional (are like this), the great deal of layoffs and changeovers, so you must be prepared to deal with unemployment. I did meet people who had been unemployed for four to five months.
3	656.	Not really, strenuous work was hard for long periods of time for me.
1	659.	No, not really.
1	705.	Not really.
2	668.	Go back to school (take) computer class.
2	665.	In heavy equipment, it would have helped if I took the mini course ($300 to $400) at Scarlet Oaks, that would have helped. ONOW paid $500 for tools and clothes and they helped out.
5	410.	I wish I looked a lot longer at other jobs.
2	723.	Schooling, college management and business classes.
4	724.	More hands-on. (We) had hardly any time at all. The hands-on in automotive was stand and look. (For) woodshop, we built a bench and it was difficult to find a place to work. Auburn Career Center was not helpful. (The) metal shop was helpful and good. Not enough of it. (We had a) couple of hours playing with wires in electronics.
2	726.	Not offered at Auburn.
4	729.	Job safety and dexterity needs to be addressed in ONOW.

1	732.	No.
4	734.	(If we) actually went on a job site to see people working. Would have been good to tour factory and construction sites.
7	735.	(If) the teacher was more helpful. (I) was treated very poorly.
1	737.	No I don't think so.
4	742.	Learning about quality. Testing of different standards.
4	743.	Large class. Split up the class based on interests, too short (of time) in each lab.
4	745.	See more factories, things on the job. New awareness of how women struggle to do some of these jobs.
1	746.	Not really.
4	748.	Something that explains the difference between male and female things. Well like, if you go to do something... can be a communication style. Men can process something, like "Men are from Mars and Women are from Venus" in the workplace.
1	750.	No, they build up math skills. (They) encouraged me to get my GED.
1	751.	Not really, my problem is that I live far away (30 to 45 minutes) to find a job there was hard.
5	752.	ONOW, it doesn't prepare you to find a job. I thought they would help with job placement. Nice if they combine to have people in the fields to explain more what it takes to get a job there.
1/5	753.	Not really, getting a Master's in Math not in teaching. (I) can't get a job.
4	755.	Maybe more extensive in area. (Change) the length of time in the different areas.
1/4	768.	I don't think so. Maybe if they got a copy of mental attitude test. We could take it.
3	769.	Probably if there wasn't so many men. (My) physical size is limited and I feel discriminated (against). (I am) 90 pounds and 5'2" tall.
1	770.	No, I don't think so.
3	771.	Get skinny and be younger. (I) feel discriminated against.
1	772.	

4	773.	Wish it would have gone longer. Six months long. (I) took it two times, (I) was at 3rd and 4th grade level academics and it took (me) two times. No way I could be here unless of ONOW. (I) left at 12th grade education. Improved math and spelling skills put me back in society.
1	776.	No, this job is unusual.
1	778.	No, the reason I don't work is strictly personal.
1	780.	I don't know.
1/4	781.	No, I think that except for the construction program I didn't think that (ONOW) really trained (us). (The) construction program needed to be longer.
4	782.	Need (to be) more resourceful. (I) have gone through the employment office; JTPA; thought they would have more referrals, and more help on companies and contracts for hiring.
1	783.	I don't think so. I think they did a good job. Analyzation tests (COPS) were helpful. They did a good job.
1	784.	No.
1	802.	Not really, it is my quandary of why I haven't found a job.
4	804.	Add in extra time on welding, the electricity, and the machine shop.
4/4	805.	Job placement should be high priority. So much that can be done, more therapy to overcome stress, divorce, and violence.
4	806.	How to ask (for) a raise, how to get a raise.
1	807.	Crash course. I hadn't been in school for thirty years. It was good.
1	810.	No.
4	814.	Would have liked more physical relaxation techniques to deal with stress like yoga and meditation.
4	818.	Give us a couple of days more in each one. Five days in each lab instead of three.
4	819.	Yes, more knowledge of the business, of knowing, the types of jobs, what all it considered on, the training you've got to have.
4	820.	Expected ONOW for help in how to pick something to study. They tested me, but I needed to pick something I wanted to do.

1	821.	No, they gave us a resume. Gave us interviews. Good reinforcement.
4	719.	No, I have to work with men everyday. I still exercise one half hour each day. I was in shape before, it mad a big difference to a lot of women.
1	830.	They mad everything so handy. We went to the library and typed away to find jobs.
5	834.	Being an electrician, would get more money.
4	839.	Prepare me internationally, I want to go outside the United States.
1	840.	No.
1	841.	No.
2	844.	ONOW encouraged me to (go to) school. Responsible (for) getting me back, helped me with math concepts.
1	845.	No, it didn't relate.
1	848.	No, not really.
4	850.	Didn't go into how difficult it is to get into the places. Political B.S., I had no idea what the real opportunities for EMT was in the area.
1	856.	No, actually I am doing pretty well.
4	858.	Computer training.
4	860.	No, better transportation.
3	863.	No, just my health.
3	864.	I am not interested in finding a job now. I am ready to collect Social Security next year.
1	865.	Not really, I had taken a word processing skill for that, except for self-confidence.
4	868.	Management, how to be a supervisor. I need management skills, (on how to) talk to fellow workers to get them to do something.
1	869.	Not that I can think of.
1	871.	No.
1	872.	No, I don't think so.

4	875.	No, I wish (we) could (have had) more assertiveness, focus more on how you can be in the work force.
1/3	876.	Not really, I do things on my own, more physical strength, helped (me) our with tools, boots, and uniforms.
1	877.	No, not really.
4	880.	More with public speaking, more talking in front of audience. We did some, I hate it, it's something you need more.
1	882.	Not (that) I can think of anything.
1	883.	Not a thing. It doesn't take a rocket scientist to be a waitress.
2	886.	Well, it all depends, something might require more education.
1	888.	No, nothing in particular.
4	902.	More computer time. Had to cram so much in. Three labs were not enough. Limit the fitness to make room, (so) computer can be three labs/week and electrical three lab/week.
1	903.	No.
3	907.	I have a BA in Child Development. Masters in Multimedia. (I) was told I was overqualified, over and over again.
4	909.	Being born male. I have been there over one year, and trying to get promoted, seems only men get promoted there.
1	912.	No.
1	913.	No.
1	914.	Not really, stand your own ground. I can't think of anything, stand by what you think.
1	917.	No, not really... can't really practice on the equipment ahead of time, although the topic of sexual harassment did help.
4/4	919.	Transportation and child care. If during the course, brought in companies that provide resources so if we have problems with babysitter and van...
1	920.	Not really.
1	922.	No, not really.

1	930.	No, we can talk about it until you are blue in the face in class, it really is a man's world, but until you are on the job site, you must experience it. I wish there was on other woman on the job. There are so few women in the trades. I never realized how few until I went to the Union Christmas party and was overwhelmed by all of the men.
4	931.	More training in construction.
1	932.	No, I learned quite a bit in ONOW.
3	934.	Needs a car.
4	935.	Complaint and moaners. You have to put more than expected on the job. Teach that you have to do better. Stress job and work ethic.
7	936.	---- was a very good teacher. I would not put her down at all, not really.
4	937.	(For) me to master math. Go off into carpentry, my thing will be to refurbish old homes.
4/4	938.	Articles and people information. What to expect in the interviewing of the male dominated field.
4	939.	More training in blueprint reading.

Appendix G

21.) In your opinion, what improvements should be made to the overall ONOW training?

Category	Detail	Frequency	% of Total
Make Course Longer		51	
	16 weeks long	13	28.6%
	12 weeks long	12	14.3%
	General Comment - longer in length	10	14.3%
	10 weeks long	7	25.0%
	26 weeks long	5	7.0%
	52 weeks long	2	3.6%
	104 weeks long	1	3.6%
	Optional extension to course for those interested	1	3.6%
Positive Comments		51	
	Positive about whole course	26	37.1%
	Positive about instructor	15	37.1%
	Improvements have been made already	5	11.4%
	Positive comments about testing	2	5.7%
	Positive comments about exercise	1	2.9%
	Positive comments about resume	1	2.9%
	Positive comments about hands-on	1	2.9%
No, Cannot Think of Any Improvements		54	
	Cannot think of any	24	42.1%
	No	16	34.2%
	I don't know	6	5.3%
	Blank	3	7.9%
	Not really	2	5.3%
	Can't compare	2	2.6%
	I don't think so	1	2.6%

Category	Detail	Frequency	% of Total

Average length of class = 19.1 weeks long of those responses that provided a recommendation on the specific class length.

More Follow-Up With Students / Job Leads		34	
	Job leads/placement	14	45.5%
	Follow-up with student	5	18.2%
	Increase business involvement	5	13.6%
	More speakers and field trips	4	4.5%
	Provide mentors	2	9.2%
	Prepare for job rejection	2	4.5%
	More apprenticeship information	1	4.5%
	Former students as speakers	1	4.5%
Advertise the Class / Increase Availability		13	
	Increase availability to women (offer funding)	4	33.3%
	On initial interviews screen people better	4	33.3%
	Advertise ONOW	3	25.0%
	Hire me as the instructor	1	8.4%
	Gear to younger women	1	8.4%
Improvement to Curriculum		111	
	More hands-on	14	13.0%
	More field trips/speakers/job shadowing	11	10.0%
	Provide daycare on site	9	8.0%
	Information on jobs	7	6.0%
	Interviewing	6	5.0%
	Classroom location and size	5	4.5%
	Blueprint reading/math	5	4.5%
	Computers	4	3.0%
	More teacher support	4	3.0%
	Realism	4	3.0%

Category	Detail	Frequency	% of Total
	Assertiveness	4	3.0%
	English/technical reading and writing	3	3.0%
	Transportation	3	3.0%
	Physical fitness improvements	3	3.0%
	Provide second level class after completion	3	3.0%
	One-on-one	2	2.0%
	Self-esteem	2	2.0%
	Money management	2	2.0%
	Stress union membership	2	2.0%
	Traditional jobs	2	2.0%
	More time on firing range	1	1.3%
	Teamwork	1	1.3%
	Parking issues	1	1.3%
	Make GED a requirement before acceptance in class	1	1.3%
	Less politics	1	1.3%
	Discuss unfair practices	1	1.3%
	Something for disabled people	1	1.3%
	Physical fitness workout on own time	1	1.3%
	Work with hardness of students	1	1.3%
	Less speakers	1	1.3%
	More on sexual harassment	1	1.3%
	More concentration in area of interest	1	1.3%
	More math	1	1.3%
	Issues	1	1.3%
	Money	1	1.3%
	Don't take sexual harassment so hard	1	1.3%

Category	Detail	Frequency	% of Total
Other Comments		14	
	More organization to class	6	42.9%
	Needs to more serious / on schedule	4	28.6%
	Instructor more attentive / dedicated	3	21.4%
	Felt age discrimination	1	7.1%

21. IN YOUR OPINION WHAT IMPROVEMENTS SHOULD BE MADE TO THE OVERALL ONOW TRAINING.

NOTE: Names of the instructors have been replaced by dashes (---) to protect the confidentiality of those interviewed.

Coding	*Survey #*	*Quotations*
4	189.	Some sort of placement—be up front with the class—we were led to believe there would be jobs.
1	354.	More time—longer in session—3 months or 12 weeks.
6	353.	Redesign teams/groups now a big thing. Some students need more individual attention. Keep math and science.
2	350.	Happy with the whole program. At the time it was hard getting along with everyone.
2/6	345.	Nothing. Everything was really great. Longer math sessions.
6	344.	How to find a sitter. What to do with your kids while you work—up front on these issues.
1	343.	Wish it was longer—make it 16 weeks long.
2	342.	Great the way it was.
6	338.	Go through more plant tours.
6	309.	More tool usage—power stuff.
6	305.	More hands-on, on the job, going to work for one day to get a feel for something if that's what they want to do.
6	303.	More speakers on nontraditional areas on balancing sexist comments and attitudes. Real life people on this.
3	302.	Don't think anything. Pretty good course.
2	300.	Great class. No complaints.
6	255.	The teacher should pay attention to the students needs. The women were frightened. More time.

2	252.	None that I can think of. It was a Godsend to me. I tried three different times to go through it. Once I went through the doors, I couldn't quit. Just walking through the doors helped me.
3	246.	Can't think of anything.
4	215.	Hands-on approach. Go to local businesses to see, we were left out hanging. We were told we could be a welder or an electrician (but) never saw that. Somehow open up. We didn't go.
6	211.	Room should be larger. The equipment should be placed in there. Should be accessible, have tools everywhere so you always have it—visual.
2	205.	The program was a good idea. Reading and math very elementary; enjoyed the exercise. The class was worthwhile.
5	200.	Advertise more, so people will know more about it.
6	396.	A little more time on occupations you have to choose from. Knowing all the options, where the jobs are locally, if they are in this area. More in depth, more of an idea of what (is there).
3	400.	Can't (think of any).
4	406.	Rejection was real hard. Prepare people for rejection for jobs.
3	416.	
3	420.	
4	426.	Could have helped us more finding a job. It was hard getting a good paying job. I needed more schooling.
2/6	460.	The training itself was great. — is superior. Need for assistance while you are in the program. Need to pay sitter while in class, others had to drop out (because of kids).
4/1	519.	Make the class longer, 10 weeks or so. Help you more in the end, placement in jobs and schooling.
1	510.	Longer course, 12 weeks.
1	538.	Not right off hand. Longer in length (300 hours).
1	541.	Great the way it was, 8 weeks now, add 2 more weeks, the end was rushed.
1	551.	Should have been longer, now 8 weeks, spread out subjects to one year. — is great.

5	554.	It's a good course, some women attend the course because they have to, because of welfare, (it would be) better if they wanted to rather than had to.
3	492.	None.
5	555.	Strict on (initial) interviews. Make up a contract, a clause in the contract (because) some of the women were there to "dodge" the system, don't really want to work.
3/2	585.	No, they are doing a great job on testing, headstart to factory jobs, the hands-on.
6	593.	Didn't do enough of firing range. Didn't do enough field trips to see places of employment.
6/2	596.	More in depth with the math, blueprint reading. Really a good program. — was an excellent teacher, she was there for us. We didn't know what we really wanted.
6	616.	More assertiveness, it is very important.
6	617.	Let you know what you are getting into. From what I heard on the phone and what it was (was) different. I thought with this training, I could get a job.
3	620.	None, great course.
5	621.	Available to more people.
3	623.	Didn't see anything.
2	624.	Great the way (it was).
2	626.	I liked the course.
3	629.	I don't know, no negatives.
6	631.	Learn how to sell yourself. Do more on interviews.
4	654.	Mainly more leads.
4	657.	It was kind of overwhelming, even to me, Prep Inc was something similar. It just seemed a lot of information at once, more follow up with people in the program.
1	661.	Wish it was longer, 90 days, give you more time to understand the stuff, more time to absorb.
1	662.	Make it longer, 10 weeks, it went fast, not enough time.

1/1	669.	Make it longer, 10 week course. More lab work.
2	690.	That's all about it.
2	691.	Great program, loved every minute of it.
3	694.	Don't (have) any.
3	695.	I don't think it needs anything.
1	696.	Can't think of any. Program longer, 8 weeks to 10 weeks. All hands on in labs (for) additional (time).
3	697.	Can't think of anything.
6	698.	Seem to promise a lot, (as in) "Want a high paying job with a little training?" Be realistic to the people.
6	600.	Maybe working on self-confidence.
3	355.	Can't think of any, in between (two instructors).
3	195.	Don't think there could be many.
6	204.	Focusing on preparing for interviews. More mock interviews, video taping to see what you do.
1	207.	More time. Instead of eight weeks, go to 3-4 months.
3/5	247.	Can't see any. Make it more available to women, funding unlimited, an option for all women.
6	257.	Already made, by changing instructors. Use time spent at physical fitness, you can get fit on your own, for more classroom time. I went through the course as someone who as already working, the instructor was not flexible. Program was not set up for the working person.
2	347.	Liked --- very much. It was a definite need, I appreciated it. It started me off the right way and introduced me to the work world, a stepping stone. Made life long friends, kept in contact.
6/6/6	314.	Go into interviews, fill out applications, they have more math, you need more math, reading skills to deal with the interview and filling out applications.
4/2	315.	People should get as much attention if they only had 1 or 2 jobs, the inexperienced, as people who had 10 jobs. We should be considered when an opening comes up. --- was very nice and treated everyone equally.

1	339.	Well structured program. More time, make it 12 weeks long, covered a lot of things, but things were rushed.
6	307.	Few field trips planned, needed more.
3	308.	Nothing.
6	349.	Make a point on how to deal with unfair practices.
6	190.	Feel they take sexual harassment too hard, you can't go in with an attitude that you will sue. Me, working in a factory, it is hard. You have jokes, they are taking jokes wrong way because it is taught (as) sexual harassment.
1	194.	A little longer, 12 weeks at least.
2/3	197.	Can't think of anything, (it was) well rounded a little of everything.
1	199.	Length of training, add a couple of weeks. It went so fast, ends quickly, and then you ask "what do I do?", optional extension to the program.
3	201.	No.
2	213.	I was really pleased with it. I try to talk to everyone about ONOW.
6	251.	Pay more attention to how it is to really work.
1/4	245.	Make program longer. At the end you are on your own. Still fighting a woman in a man's world. Work with businesses to make it easier, have industry involved. (I) liked all the people involved, loved the program.
2	262.	No, good program. I enjoyed it and it helped me a lot.
2	260.	Hit everything. — was (the) teacher & was good.
6	259.	Technical vocabulary, prepared to read manuals. More special training in mechanics and S.P.C..
6	269.	Get computer training. A lot of factory work is going computer.
6	271.	More field trips to see what was required. More emphasis on hands-on type of training.
6	266.	Need to explore the vocational part more. Give a better understanding of what the real job market is.
3	188.	Not that I know.
3	491.	None.

1	455.	It should go longer, maybe 16 weeks, when I finished it, we should have spent more time at D. Russel Lee, a little rushed.
6	502.	Can't think of..... better parking arrangements, (we had to) pay the meters, we got tickets.
3	465.	Can't improve it.
3	466.	None that I could think of.
1/1	540.	I enjoyed it. I hated to see it end. Longer course, go to 12 weeks and do more hands-on.
5	549.	Getting the word out, I stumbled across by accident. Advertise in all types of media.
1	550.	It could be longer, 3 or 3.5 months.
5	557.	Weeded out those who were going for just credit. Too many dropouts in class.
1	562.	It doesn't need improvements. Had two years after ONOW to go through training, it needs to be extended. I am getting settled so now I can do stuff.
3	385.	No.
4	390.	Job placement, helping with finding a job. No follow up, no help to find a job or help with other programs.
1	395.	Longer, go to 4 months.
3	397.	None.
3	401.	NO, I liked the aerobics and weights.
2	409.	--- was an excellent instructor, can't think of anything.
6	414.	Additional schooling, provide money.
6	444.	I don't know, except people who don't have transportation.
3	449.	Can't think off hand of anything. I think they covered everything.
6	453.	For nontraditional, I didn't go on to that field. Probably to show, help the students to find out which jobs are best, teach to stick with it.
6	1.	Money management, tips on saving money.

6	2.	Haven't been connected for years. More computer classes, even with labor work (there is) connection with computers.
3	4.	Can't think of (any).
2	5.	It's been some time, (I) am sure the program (has) improved.
2	6.	Think ---- has changed the class a lot. It is longer and more detailed than the 1st class.
3	9.	No.
2	10.	---- does a great job.
6	11.	Focus on nontraditional, paid a lot of attention to it. But it's Okay to also get a four year liberal arts degree, (then) say so at a graduation ceremony for ONOW.
5/5	16.	Let the women know the work involved. What is required so they can budget their time. Market the class, let people know it is available. ONOW should help evaluate the individual women in the program.
2	17.	We were first class, a tryout. It has (been) greatly improved, it is more organized now. ---- is a great lady.
2	23.	More emphasis on self-esteem and self-confidence.
6	48.	Give ---- more support—she is a great person, needs more manpower.
6	51.	Classroom (needs) better location, steps killed me 3 times a day, it was cold sometimes in classroom.
2	52.	A lot of those improvements have already been made.
3	56.	It's been so long. Can't think of anything at the moment.
6	58.	Child care on site, that is a good idea.
3	59.	None.
6	62.	English, written (with) all essays and sentence structure, like math was in ONOW.
4	63.	Helping people find a job, it helped prepare you for a job, but you need more job leads. Have some of the companies who speak, hire ONOW graduates, help people get hired.

6	64.	More field trips to different nontraditional jobs. Had a lot of speakers, but field trips would have helped on job sites.
4	65.	More support through the private sector. Give more opportunities for hands-on work to students at no cost, a mentorship.
1	66.	Class should be longer, six months.
6	67.	Don't know, maybe day care for women in program (for) their children.
6	71.	More realism to it, we didn't all go out and get good jobs, not because we didn't try.
6	97.	Limited by funding, not much else (I) can do. Excellent program for the money she had. Need more on interviewing, we didn't practice.
4	98.	Get into it what you put into it. People expect a job at the end of the program. More emphasis on how to go and get into the apprenticeship programs.
2	99.	None, —— does a great job.
3	100.	No.
3	101.	Nothing to compare it to, don't know what can be improved.
6/6	103.	ONOW needs a lot of help. More staffing to give us more tool time, training and hands on. Need to bring in people from different fields.
1	105.	Longer, longer in weeks, because —— wouldn't be so rushed she has so much to teach in such a little time.
6	108.	Put it on the 1st floor, (I) did not like the stairs. Don't know, a little more on information on different jobs in the area.
3	109.	(Can't thing of) any, good program.
/6	110.	Not sure, it could be longer, longer in weeks. More detail on different jobs.
6	112.	(I have a) Catholic background, some of the political things were not necessary to talk about.
6	113.	More continuation of the same role playing in interviews at the end.
6	137.	Move the classroom downstairs, up and down the stairs was too hard. Put an elevator in the building.
2	138.	No, —— is great.

6	142.	Bring students to the job site. Get more hands-on in the trades.
2	144.	— is wonderful. — is great with physical fitness.
1/6	149.	Longer class time, slow down course content. We were kind of rushed. Maybe more field trips, make it two years long.
6	150.	Let — have what she wants, short on tools, funding source should listen to her, buy what she needs and wants.
3	155.	Can't think of any.
3	159.	Not really.
6	161.	Need to job shadow, watch people at work, do field trips, hear speakers.
6	164.	Day care provided. More places that take certain hours. Hours are OKAY.
4	165.	Connection between workplace and program, still obstacles, try and focus on networking and support. The class left and did not keep in touch. Keep us together monthly.
2	170.	Don't think — could have done a better job.
6	387.	(Move it) to Middletown.
2/4	415.	Thought it was pretty great for me. (I am) in my 50's there doesn't seem to be many jobs for someone my age. I tried and I got disgusted and stayed waiting tables. That is my feeling.
3	452.	Not really.
4	456.	Maybe know which factories and employers are looking for people, job placement towards the end.
2	486.	I don't know, I liked it all, we made woodshop (things).
6	509.	I wish I had my GED before I went into it. My problem was I had to go back to get my GED, instead of going forward, I went backwards. Maybe if it had been required, I would have gone on.
6	589.	Add computer classes, CAD, relate to engineering, I'm not interested, can't stand to sit. No other changes.
6	588.	Stress should go for union jobs. You can't make a living with non union jobs. Women have a better opportunity with union.
3	351.	

6	301.	More on site, a lot of classroom. Need to do it rather than listen.
2	304.	Did a good job on everything.
4	469.	Work more on hands-on in shop. Interested in machining, spent more time in carpentry.
6	500.	Trouble getting grades, (we) were rushed at the end. The last week we couldn't get it all done, longer class, add four weeks, stick to the schedule. Needed feedback from math teacher. —— was very helpful, she would do anything.
4	501.	Don't walk away, stick with it, see it through.
4	516.	In the last week of class, more follow-up. They should have more information where and how to get jobs.
2	508.	They do a perfect job.
5	511.	Hire me as an instructor, I want that job.
5	534.	More available, appeal to the youth, market & P.R., go with younger girls, give out pamphlets at Planned Parenthood. Human Services it is free.
6/6	537.	Course needs to be longer, blueprint reading did not have enough time, (it is) difficult subject. Add child care program, so women can bring children to class.
6/6/6	536.	—— was a great teacher. You couldn't ask for someone more compassionate or have a genuine concern. The time could have been spent better on issues, resources, not past history. Rosie the Riveter did not help me where I am now. More current on what is happening, education, grants.
2	579.	It was fine, SPILLS test —speed, beginning and end of class.
6	591.	Going to job interviews. Fill out applications, she helped me out, can't think of any improvements.
1/6	594.	Deal more with person on individual basis, longer (class) to 16 weeks or 6 months to get a degree. Bigger hand in it.
4	597.	More directly working with business. Help the transition from school to work. I didn't want to go to a place unknown, we need more speakers, field trips.
5	625.	More people (need) to know about it. I found out by chance, articles in local paper, more advertising, I heard about it in Elder Beerman.
2	655.	It has been a long time so I don't know. At the time it felt that I was being left alone at that time, now I realize that was necessary. The program was very good, it gave us information we needed to pursue things on our own.

6	656.	Something for disabled people.
2/6	659.	It is pretty neat, I'd like to go back, (for a) 2nd class.
2	705.	Think about it, I liked it, taste of everything, I came out feeling better, I was glad the program was there for me. The resume thing helped me.
3	668.	Can't see anything.
3	665.	Not that I think (of), I liked the course.
2	410.	She had a good course.
3/6/1	723.	I can't think of (any). More math; we skipped around a lot and more time.
6	724.	More hands-on. Needed more time with wood and electronics, it would have better prepared (me) for a career.
6	726.	Find out an area where someone is interested in that area, get more training. Break (time) off.
2	729.	(I have) heard it's gotten better. —— said they made changes, (I) think it is a good program.
3/2	732.	Nothing, I liked it.
6	734.	More hands-on. A little longer in labs, more time in labs, rather than book reports (because) it is more helpful.
7	735.	Personally, her personal feelings should not be brought into the classroom. —— needs to be organized. We never got to the things we were supposed to do, never completed things. A lot of favoritism caused problems.
1	737.	Could have been in the labs longer. Extend to longer (program) to get in the labs. One lab for a week.
1	742.	A little more time, it is short, probably to 16 weeks.
1	743.	Really great. I think they need to spend longer times in training sessions.
7/6	745.	(We) didn't have a curriculum. Sometimes we had problems in our class. (It was) hard to schedule labs. Help the teacher to work with the school. We waited for a room. It was frustrating.
1	746.	It wasn't long enough. It was 12 weeks, should be 4 to 6 months.
7	748.	More structure to the program. Less free time, and more preplanning.

7/6	750.	Maybe scheduling to get into the other classes. Labs were squeezed in at the end. Didn't get enough hands-on in auto tech. (Our schedule) changed daily.
6	751.	More of employers coming in and seeing that women can do those jobs. What we need to do to get the jobs.
6/6	752.	More on employment end. Another step, another phase to go.
4	753.	Nice to have employers come out (to say) we are looking for this kind of person, and we will hire you because...
1	755.	Extend the class to twelve weeks for on the job training.
1	768.	Longer (class) at least 5 or 6 months.
4	769.	Get opening for jobs, job placement.
3/6	770.	Really can't think of anything. Maybe assertiveness, stress it more, (have it) more in class.
3	771.	I don't know. They couldn't do much more. (ONOW had) a lot in it.
1/7	772.	A little rushed, we didn't finish a lot of things we started. Maybe a longer course, and maybe a little (more) organized.
1/6	773.	Should be longer. Women were hard. A lot make it, a lot don't make it. They should have a program to work with their hardness. I am a normal person now. A lot have attitudes.
6/6	776.	Not for me. The overview of the class (we had) 17 women wanted to go to work or go to school. Transportation and child care trapped the women. (It) does not apply to me. Possibly a van or bus system to get students to school (and) pay for daycare or (have) on site.
6/1	778.	Extra reading on assertiveness, using tapes. (Make) the class longer, like 12 weeks.
1/6	780.	It should be longer. Only touched base. Should spend more time in the labs.
2	781.	I really can't say, because it was an excellent program in all areas. It was really good, gave people the opportunity to look at themselves.
7/4	782.	Too much of an age difference. Instill a more serious participation. Some speakers (like) the organ donation, and chiropractor, were not necessary. We needed companies and jobs, they were interesting but did not help my situation.
3/2	783.	I can't think of anything. (It) was very good .

3	784.	Can't think of any.
2/7	802.	—— did an excellent job but it could have been more strict on schedule. Other students loafed and she was lenient and (it) held the class back.
1	804.	ONOW is too short. Make it 12 to 16 weeks. (You) can cut some things out that we will never use.
1/6	805.	(I) was very direct with instructor. I want to support my kids, independently, (that is) my goal. The length of training to 12 months so in each individual area you are getting significant (time). More information on daycare. The biggest thing is help us get our dreams.
3/6	806.	I don't know, let me think, maybe at Auburn they could do a little more on physical fitness. Walking is nice, it helped me a lot.
7	807.	Instructor was wishy washy. (We would try) to follow through with what she said (it was) disorganized, (she) couldn't find it.
1	810.	Should (be) longer. Twelve weeks, because it went so quickly.
4/4	814.	More practical job seeking people. More employers seeking female employees.
3	818.	None.
6	819.	Going into the labs, there wasn't enough time in the labs.
7	820.	Not like starting something and having no time to finish. The learning schedule could have been more accurate, usually everyone else's fault, not —— (the instructor).
7	821.	In the beginning, we were really anxious to get started. We wanted to do more things (and had) too much time on our hands. We wanted more.
2	719.	They covered everything, we got to check it all out.
2	830.	You can't improve the program. They did a lot for me.
6/6/1	834.	Don't need the speakers. They aren't getting anything out of it. It was boring. Give more teaching in the labs, machine, auto, CAD, electronics, too much standing. Longer class, maybe six months.
1	839.	Could if afford to be longer? Twelve weeks minimum.
2	840.	Make a decision on what I want to do. I wanted to x-ray for years, the ONOW program made me realize to do it.

2	841.	None, I was happy with it, but since I was already divorced, I couldn't take a gamble on it.
5	844.	Gear to younger women, 17 to 25 years old, because older women do not have the stamina and energy to do some of the work of nontraditional.
1	845.	Increase the length of the program to 16 weeks. I don't think it is supposed to give overview, it is excellent, but does not get you ready or give you specifics.
4	848.	Need to talk to people in the companies. I feel I got jerked around. They should stand by it. I had to prove myself. I had a real problem with this.
3	850.	Not (that I) cant think of.
2	856.	I think they do a really good job. Could have gotten a little deeper on the classes, good program.
6	858.	Maybe add computer, very brief, more of that.
6	860.	Transportation.
2	863.	I didn't see any, I like it.
2	864.	Nothing can (be) added to the program.
1	865.	I think it should be a little longer. Maybe twelve weeks, little more time in each of the labs.
6	868.	I don't know, I am not sure, maybe look a "traditional careers."
3	869.	Can't think of (any).
3	871.	Can't think of (any).
6	872.	Physical fitness instructor should be different.
6	875.	I can't think of any, focus on individual assertiveness.
6/6	876.	Most of the women weren't fit when they started program. Emphasize fitness even more. How to deal with sexual harassment.
6	877.	Overall, blend of things good in ONOW, can't place one thing, I thought they are touching on so many things in the program. Did carpentry type stuff, some of the things we didn't get hands on, the hands on is the best way to retain.
6	880.	Like to see hands on if they could, may not have the time, so much to cover. (We were) busy all day. Tried to go to Habitat, just helped me in my house. I am interested in all (of) this stuff.

7	882.	Some of the instructors and different methods of teaching. A teacher more aware of what she is teaching.
4/4	883.	Once you go through the class, it would be more helpful to have someone help you, you are on your own once you get out. I loved it, but family was not supportive. Job placement.
2	886.	Going back, doing it, it was a learning process. I know I could handle, it, I am positive.
6/4/7	888.	My personal feeling on the class was it was great. It seemed geared towards women in 20's and 30's and black. (The) situation may be (you are) hired more if (you were) black. Preference mad towards hiring. Wished up front they could have started something, if you are over this age, things are different.
6	902.	More workshops, more hands-on in the labs.
6	903.	Child care at ——.
2	907.	I thought the way the program was set up was fine. Nothing I can think of, maybe the class, different levels of skills, made it harder.
1	909.	Maybe the class should be longer, to twelve weeks, to give more information, to get in work environment to get an idea of work field.
3	912.	No.
7	913.	Think that —— was finding a new job and I don't think that she put as much effort into our class, it could have been handled better, (more) dedicated.
4	914.	Have past graduates that became a success come into class and say what they are doing. Not what they thought, what was the turn around. Pep talk, this is where I have been.
6/4	917.	——— was really nice, but I think there was too much of the history on the females of the past. Overdone, too much, should have heard from unions, that's the job, get people in that are doing it. No doing any good helping finding a job now.
2	919.	Can't see any. Teacher helped me with everything.
7	920.	Think back, bad teacher, the new ONOW teacher is doing a lot more than (mine). If the teacher didn't go to exercise, why should we? She wouldn't show up.
6	922.	To get into something, if something caught your eye. Spend the last week doing that to get more knowledge and a feel of it, moved too fast.
3	930.	No.

1	931.	Longer, six months.
3	932.	I really don't know, I didn't find any fault in it.
3	934.	Don't see a need, we started off with 15 people and ended up with 12.
1	935.	A little longer, eight weeks plus four weeks, equals 12 weeks. We just touched a little on each thing.
6	936.	More hands on, more physical, working with the stuff. Less book work, doing the labor.
2	937.	Introductory program, it introduces you to a lot of things.
3	938.	For a two month program, very involved, can't think...
1/4	939.	More time, double the length, sixteen weeks, add more workshops, go to sites, labs.

Appendix H

Miscellaneous comments: Comments added by respondents at the end of the phone interview.

Category	Detail	Frequency	% of Total
General Class Comments		27	
	Made a difference in my life	8	29.6%
	Self-esteem	4	14.8%
	Physical fitness	3	11.1%
	Good program	3	11.1%
	Learned about nontraditional	2	7.4%
	Other comments (single responses)	7	26.0%
	Personality tests	1	
	More hands on	1	
	I still use it	1	
	Math helped me	1	
	Very interesting	1	
	Class chemistry	1	
	Got a good group	1	
Teacher Comments		15	
	General instructor comments	15	100%
Needed Improvements to ONOW		15	
	Financial aid	4	26.8%
	Give the facts	2	13.3%
	Placement opportunities	2	13.3%
	Other comments (single responses)	7	46.6%
	Get rid of famous women program	1	
	More organization	1	
	Longer class	1	
	Commercial driver's license	1	
	Instructor to return phone calls	1	
	Transportation help	1	
	Child care	1	

Category	Detail	Frequency	% of Total
Other Comments		10	
	Discrimination	4	40.0%
	Physical limitations	2	20.0%
	Hope it doesn't get cut	1	10.0%
	Interested in survey results	1	10.0%
	More action / less male bashing	1	10.0%
	Sexual harassment lawsuit	1	10.0%

22. *MISCELLANEOUS COMMENTS:*

NOTE: ***Names of the instructors have been replaced by dashes (—) to protect the confidentiality of those instructors.***

Coding	*Survey #*	*Quotations*
1	343.	No program has ever done as much as ONOW for me. (I do) demonstrations for people at Columbus State in Chef's training and mention ONOW.
1/2	555.	ONOW is wonderful. Great for women willing to work, you got to get a good group. — is a fantastic instructor.
1	347.	Beautiful chemistry of class, I am glad I went.
3	190.	Only reason (I) went into ONOW to go to college. ONOW steered (me) towards apprenticeship, but you can't get into them if over 35. Give the facts, it was misleading.
1	213.	When I first went into ONOW, we struggled, we rented, we always worked. Since I have been really working, it's made a tremendous difference, we bought a house and have a rental.
2	188.	— (was the) greatest teacher in the world, she was great. She didn't let anyone sink. She was right there for us, she was great.
2	540.	— was caring and understanding and she could relate to everyone in class. Got involved.
3/3	549.	Suggestion (for) financial aid: more at beginning to find out if you qualify, know going in what your options are including child care.
2	557.	— shared so many personal success stories with us, she was good. — & — are great, the school did my resume.
1	409.	I lost 90 lbs since graduation from ONOW, the physical fitness helped (me) get started.
2/3	444.	— was a wonderful person, I wish there would be something there for people to help to get on their feet. We need help with transportation.
2	62.	— was real positive, (I) have referred parents in the HEADSTART program to (ONOW).
2	144.	— is a goddess. We need more women like her out here.

1/3	161.	Good program for some people, (my) resume had to be redone to fit the class requirements. Got enough self-esteem to go to college, there is a lot of good but maybe something would have been better. Cannot get a hold of ---, it would take forever to return calls. It helped some people, just not me.
3	170.	CDL's. Backers backed out of it. (I am) pissed off about the loss of this program on fairgrounds and the classes. (They) had the first class and it fell through. (I am) waiting on second class.
1	509.	Going to ONOW did good in my head.
2	588.	--- was a good teacher. She would not let you be depressed at all.
4	469.	Need to keep ONOW going. ..... men got the jobs for state department, I didn't get the job, (was) discriminated against. I wish I had taken more math and science in high school, it would have helped on tests.
4	501.	(I) have a lawsuit against the construction company (for) sexual harassment.
2	625.	What a wonderful teacher --- was. She made everyone feel so important.
3	724.	Felt mislead on job readiness. (I) felt I wanted more.
3	726.	Can't touch it in the 8 to 10 weeks. First 4 weeks you do all the different things. (Then should have an) intensive experience in one area for another four weeks.
4	729.	----- told me my options were limited due to my back. Bad back so no options. I went through the Hard Hatted women in ----- and they told me the same thing, with no options for nontraditional.
3	735.	It worked because it got me to Lakeland, but it was totally disorganized.
1	743.	I would not have gotten this job without the machinery background of ONOW.
1	745.	The fact that it was paid for by the State, I thought that was so special. I couldn't quit telling people about it. It prepared me for getting back to school. I was at a point I was just ready to give up. ONOW was so much more. Women supportive. People were hurting, I wasn't alone. We were all trying to find a (job).
1	746.	(A) really good program. It helped me a lot.
1	751.	Real good course. I noticed most of us were divorced, single moms. No job skills, no clue. The course did a lot to help us in those areas.

1	755.	Longer you are on ADC, you lose your self-esteem. I was scared to death to look for a job, it has to do with self-esteem.
1	768.	ONOW refreshed my mind. (I) tried new things, (it) taught me a lot of things, (it) encouraged me and (gave me) incentive to find a decent job. I was more determined and stuck on the road.
4	770.	(I) hope the program doesn't get cut.
1	773.	(I) smoked two packs of cigarettes a day, and weighed over 400 pounds. I handed over cigarettes after the first day and haven't smoked since.
4	776.	(I) would be interested in results and want to share with others.
2/3	782.	—— she goes overboard to help. Stays late, and lets us call her at home. Everyone was a little disappointed in placement opportunities.
2/3	783.	—— is a very good teacher. She is very personable and we all enjoyed the class. When I was in the class, we did a financial interview. We filled out grant papers. My husband was laid off, I was denied and had to refill (them) out. I never got the grant. We were too high to get financial assistance, where can I go?
2	784.	—— is very good at interpersonal skills.
4	805.	My impression through the whole program was to keep the students in the class. We need action, so much male bashing the first week of class.
2	806.	What an inspiration, she is superwoman. I don't know how she does it.
2	814.	My experience with —— and —— was very positive.
1	819.	I got a lot out of the whole program.
1	719.	It was four years ago, I still look back and reflect on the course. It made a difference in my life.
2/3	830.	Build me up, got my confidence up. Fabulous leader in ——! Signed up for ONOW and learned so much about Pell Grants and went part-time to college. I can't begin to say thank you enough for class.
4	840.	The type of women in the program were depressing to me. I am not prejudiced, but there were a lot of black women, it was hard to be accepted by the group. They felt I was a little princess.
1	844.	Enjoyed ONOW, it helped me get back into (a) motivational mode.

1	845.	I feel I benefited from this program, knowing I would not be happy as a hard hat.
1	856.	At first I was really hesitant, I was unemployed, I was hesitant not knowing if it was right for me. Now that I am working, I know it was right. I am glad I took the class.
1	864.	Very interesting.
1	865.	More confidence, enjoyable, showed me I could do a lot of things. Things that would help me like maintaining my car, getting a screwdriver.
4	868.	A lot of stuff was geared towards prejudice. I felt a little out of place in the class, because is seemed geared to black, drug abusers, ex-offenders. I felt I had to apologize for not being on ADC. I had applied for plumbing apprenticeship, felt job discrimination at age 40.
1	877.	Basically happy. The one thing that ONOW does is makes you realize you have other options. I came away with a comfortable feeling with other options opened.
1	880.	Math helped me place in college math at Tri-C. ONOW, that is why I passed.
3	883.	One comment, I didn't think was really necessary, was a report on a famous woman. I felt like it was a waste of time, because it didn't do anything for me. All the other stuff was great.
4	888.	I wish I had this opportunity when I was a young kid. It would open up doors. I know there is no age discrimination legally, but it does happen.
2	914.	Two women in my life, my friend and my ONOW instructor guided me, helped me through my divorce.
3	917.	Not doing any good helping finding a job now.
4	919.	It was harder for me than the other ladies. Everyone had goals and more experience in... —— met us halfway and she brought us to school.
3	920.	I appreciated (that) when I started graphics, ONOW paid $300 for me for all the printing supplies.
1	934.	I still do the blueprint reading; electrical and saw working at home.
1	936.	Dissatisfied with it. A lot of the program was supposed to be hands-on. Not enough hands-on, very similar to the career prep class I took at Human Services. (I) thought the program was beneficial (for) most of the students in the class, it (was) just not for me.

1/1 938. The personality tests were good because when you aren't sure of yourself, it helps us get in touch with ourselves. The program was free, it was a good start, physical fitness was good, I could have never afforded it on my own.